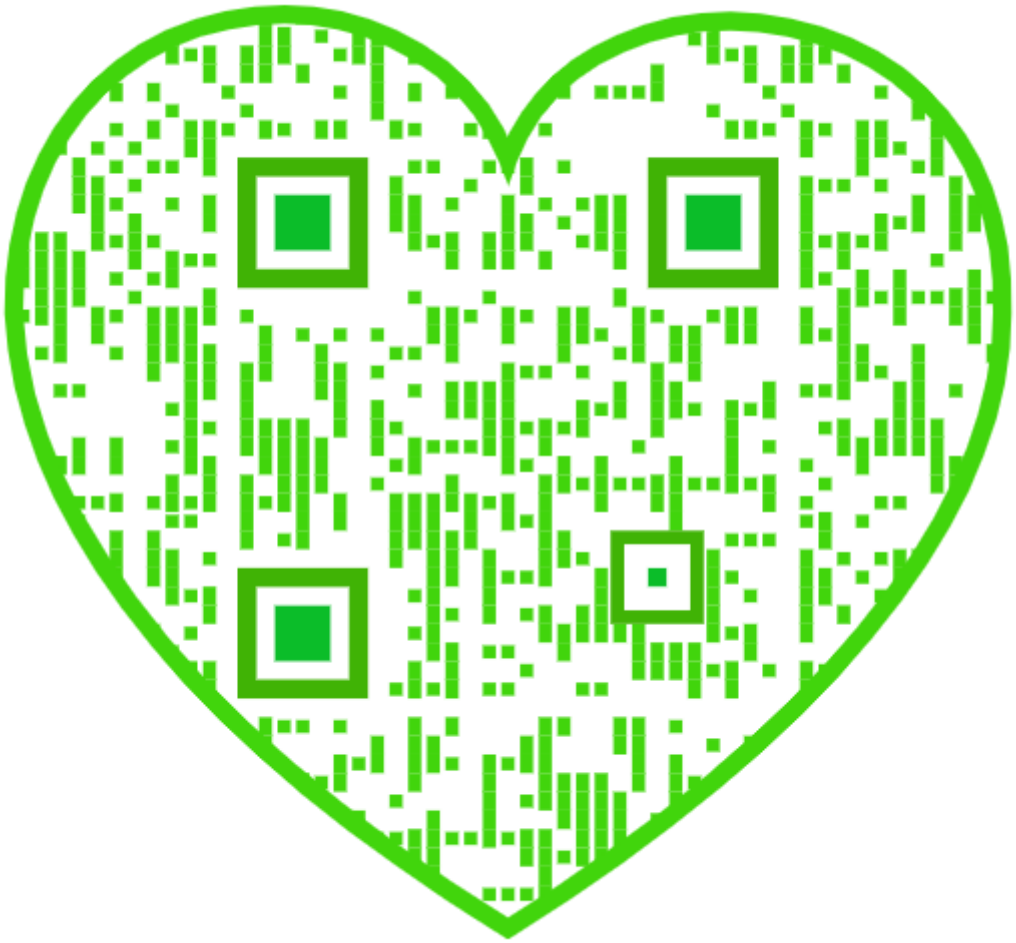
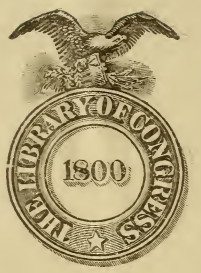
Z
56
.D2774
1913

Day's Standard Shorthand





Class Z56

Book .□2774

Copyright No. 1913

COPYRIGHT DEPOSIT.

Copyright 1904 by Alfred Day

Copyright 1913 by Bertha H. Bierbrier

$2.00

©Cl.A351308

No1

PENTON PRESS,
Cleveland, O.

DAY'S STANDARD SHORTHAND

A PHONETIC AND JOINED VOWEL SYSTEM OF SHORTHAND SO ARRANGED THAT ANY NUMBER OF VOWELS CAN BE OMITTED AT THE OPTION OF THE WRITER

Unequalled Speed with Legibility

FOR SELF INSTRUCTION AND FOR USE IN SCHOOLS AND COLLEGES

—BY—

ALFRED DAY

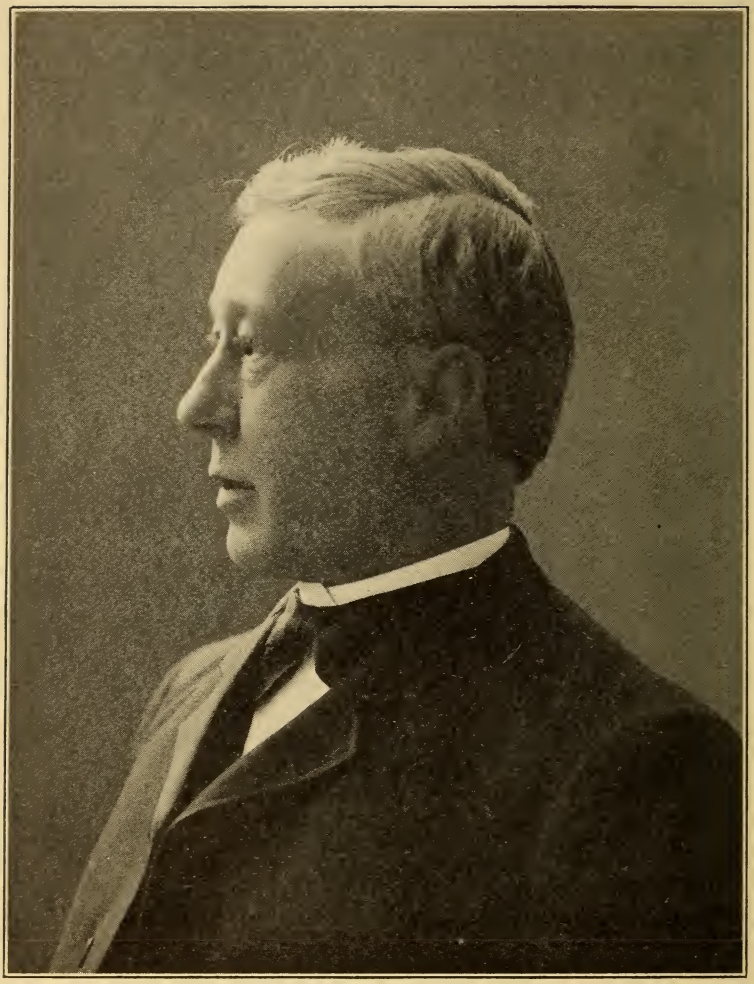
Author of "Aid to Graham," "Complete Shorthand Manual," "Shorthand Copy Book," "Day's Modern Shorthand," "Method of Learning the Word Signs," "Student's Assistant," "Lesson Sheets," "Day's Dictation Book," "Day's Shorthand Course by Mail," "Shorthand Dictionary," etc., teacher and reporter of thirty-nine years' experience.

PUBLISHED BY BERTHA H. BIERBRIER

CLEVELAND, O.

1913.

Z56
.D2774
1913



PROFESSOR ALFRED DAY

PREFACE TO REVISED EDITION

The author of this revision of DAY'S STANDARD SHORTHAND was for many years prior and up to the time of the death of Professor Day, his assistant principal in the Day's School of Shorthand, of Cleveland, Ohio, and his constant helper, not only in teaching pupils, but in arranging lessons and methods and attending to all matters connected with the school, and, in teaching from his book with him from day to day, noticed and reflected upon certain things wherein improvements might be made in the book, and since his death she has continued in the management of the school and has rewritten the book, making various changes in the contents and arrangement of the lessons and simplifying the work of learning the principles, increasing the number of lessons but decreasing correspondingly the number of principles in each lesson and doing away with dots and dashes to designate vowels and diphthongs, but using position at once instead. The writing of the initial loop on straight lines to express "ex" is also changed to "es". The number of questions have been materially decreased and sentences are presented at the earliest possible moment, thus relieving the student from the drudgery of learning the principles from the writing of separate words only.

There has been some cutting down and simplifying of word signs, and aids and suggestions are presented, making the work of the student easy and plain and supplying him with encouragement and inspiration. The object kept constantly in view has been to simplify the teaching and the learning of this system.

This book preserves and presents DAY'S STANDARD SYSTEM OF SHORTHAND with only such changes as our experience in teaching together has indicated to be improvements. So I have prepared and publish this revision with the concurrence of Mary E. Day, widow and only heir of Alfred Day. I also publish a Budget of Writing Exercises which may be used with much advantage in connection with the text book.

BERTHA H. BIERBRIER.

Cleveland, Ohio, May, 1913.

THE PREFACE TO THE FIRST EDITION.

There are practically but two systems of shorthand in general use today: the Pitmanic, with its disjointed dots and dashes to represent vowels, and which are seldom expressed, and the more modern system of joined vowels.

There are many authors of the former, or rather those who have made some change or slight modification of the original Isaac Pitman system, among them being Ben Pitman, Graham, Munson, Longley, Osgoodby, Burnz, Dement, Barnes, Moran, Brown, Torrey, Stein, Davis, Searcy, Day (the author's Complete Shorthand Manual), and several others. The only claim that these authors can consistently make is in the arrangement of the text-book, a few modifications and additional lists of word-signs. As a text-book some are better than others by reason of the manner in which the principles are presented.

The system of disjointed vowels, compared with that of joined, is more generally used at the present time for the reason that it has been before the public longer, but the latter is rapidly gaining in numbers, and by reason of the constant improvements that are being made, its greater legibility, time required to learn the principles and attain sufficient speed for reporting purposes, it is being introduced into hundreds of schools formerly using some one of the Pitmanic systems.

Among the authors of joined vowels are the following: Malone, Paterson, Pernin, Gregg and Mosher: the alphabet of the first two are the same, also the last two; Pernin uses vertical and left oblique strokes, and all are light line systems. Unlike the Pitmanic systems, the authors of joined vowels are not all agreed as to the alphabet, either as to consonants or vowels, or the abbreviating principles which are essential and necessary in every system.

At first it was claimed that one slope, one position, and light lines to represent the consonants was the best, was the view taken by the author, and upon this principle published his New American Shorthand, a very satisfactory work, as proven by the result in the classroom. About this time we began to test the correctness of the principle that a double length stroke to express a letter could be more easily and quickly written than by making that letter half its former length and shaded. It was quickly demonstrated that a shaded stroke was more quickly written and we discarded that principle and distinguished the pairs of consonants by shaded lines; this also gave opportunity for positional writing, thus greatly

increasing legibility and speed by reason of an additional number of "consonant diphthongs", as well as an increase in the number of word-signs readily distinguished by position.

To make this change necessitated the bringing out of a new text-book, and which we named Day's Modern Shorthand, a book which could have been properly designated as a revision of the New American. No attempt was made to bring either of the books before the public, either by advertising or otherwise; being used exclusively in the author's own school. The result was gratifying beyond anything we had anticipated, and we were led to investigate still further along the line of additional abbreviating principles for the attainment of speed and legibility, the result of the investigation was the method of expressing double consonants, consonants and vowels, and an increase in the number of syllables, all of which can be written with one movement of the pen, and presented in the author's new work, Day's Standard Shorthand.

Distinguishing the position of words by the first vowel, and writing words of one and two consonants, or longer words of longer outlines by well defined rules, makes the system as legible as longhand. The vowels need not necessarily be written; this is left entirely with the writer, vowels being inserted only when legibility would seem to require or easier joinings secured.

The method of learning the word-signs was never before presented in any text-book on shorthand, making this part of the student's work a mere pleasure instead of a task to be dreaded.

The nomenclature following each illustrative word and word-sign is a great help in quickly fixing in mind the outline.

We do not claim to be the author of the only system of joining vowels, but we do claim that we have made the best use of shorthand material, presenting a system that is the most easily written, most quickly learned, most legible, and meets all the demands of the amanuensists, law, and general reporter.

The writer's thirty years' experience as author and teacher of a Pitmanic system of shorthand, and twelve as author, investigator, and teacher of the more modern system of joined vowels, feels justified in saying that the pupil who cannot learn the art to a practicing proficiency from the Manual of Day's Shorthand, will find his vocation lying along some other line than that of shorthand.

ALFRED DAY.

Cleveland, O., December, 1904.

CONTENTS

PREFACE TO THE REVISED EDITION

PREFACE TO THE OLD EDITION

PAGE

ALPHABET

FIRST LESSON:—
- The Consonants ... 1
- Consonant Diagraphs ... 3
- Budget of Writing Exercises ... 3
- Method of Learning the Consonants ... 3
- Review Questions ... 5

SECOND LESSON:—
- First Position Vowels ... 6
- Manner of Learning the Vowels ... 6
- Method of Joining the Circle Vowels to Straight Line Consonants ... 7
- Circle Vowels on Curved Consonants ... 7
- Reading Exercise ... 9
- Writing Exercise ... 9
- Review Questions ... 10

THIRD LESSON:—
- Second Position Vowels ... 11
- Manner of Learning the Vowels ... 11
- Method of Joining the Second-Position Vowels ... 12
- Size of Circles and Hooks ... 12
- Reading Exercise ... 13
- Writing Exercise ... 13
- Review Questions ... 13

FOURTH LESSON:—
- Third Position Vowels—Diphthongs ... 15
- Manner of Learning the Vowels ... 15
- Method of Joining the Third-Position Vowels ... 16
- Reading Exercise ... 16
- Diphthongs ... 16
- Reading Exercise ... 18
- Writing Exercise ... 19
- Review Questions ... 19

FIFTH LESSON:—
- Consonant Word-Signs ... 21
- Nomenclature ... 21
- Easy Method of Learning the Signs ... 23
- Number of Word-Signs and Words Represented by the Consonant Signs ... 24
- Consonant Word-Signs ... 25
- Writing Exercise ... 26
- Review Questions ... 27

CONTENTS

SIXTH LESSON:— PAGE

Special Word-Signs ... 28
Dot Signs ... 28
Dash Signs ... 28
Semicircle Word-Signs ... 29
Method of Learning the Signs ... 29
Writing Exercise ... 30
Review Questions ... 31

SEVENTH LESSON:—

Sentence Writing, Punctuation Marks, Proper Names, Plural Number, Possessive Case ... 32
Reading Exercise ... 33
Writing Exercise ... 34
Review Questions ... 34

EIGHTH LESSON:—

Words of Two Consonants With Circle Vowels ... 35
Circle Vowels Between Consonants ... 35
Rules for Writing S ... 36
Position of Words of Two Consonants ... 37
Reading Exercise ... 39
Writing Exercise ... 40
Review Questions ... 40

NINTH LESSON:—

Words of Two Consonants With Semicircle Vowels ... 42
Position of Words of Two Consonants with Diphthongs, Semicircle or Hook Vowels ... 43
Position of Words of Three Consonants ... 44
Position of Words of Four or More Consonants ... 44
Reading Exercise ... 45
Writing Exercise ... 46
Review Questions ... 46

TENTH LESSON:—

Word-Signs of Two Consonants ... 48
The Method of Learning the Signs ... 48
Reading Exercise ... 52
Writing Exercise ... 52
Review Questions ... 53

ELEVENTH LESSON:—

Prefixes, Con, Com, Cog, Coun, Accom, Initial S Combined with Vowels ... 54
Initials ... 55
Numbers ... 55
Initial S Combined with Vowels ... 56
Reading Exercise ... 57
Writing Exercise ... 58
Review Questions ... 58

CONTENTS

TWELFTH LESSON:— PAGE

Final T. and Combined with Vowels ... 59
Final Hook Vowels on the Reverse Side of Straight Consonants with Nomenclature ... 60
Final Circle Vowels on Curved Consonants Made into a Loop ... 60
Final Hook Vowels on Curved Consonants Ending in a Dot ... 60
Reading Exercise ... 63
Writing Exercise ... 64
Review Questions ... 64

THIRTEENTH LESSON:—

Phrase Writing ... 65
Method of Learning the Phrase-Signs ... 65
A Short List of Phrase-Signs ... 68
Writing Exercise ... 69
Reading Exercise ... 70
Review Questions ... 71

FOURTEENTH LESSON:—

Lengthening ... 72
Reading Exercise ... 75
Writing Exercise ... 76
Review Questions ... 76

FIFTEENTH LESSON:—

Word-Signs of One Consonant Stroke with Vowels and Lengthened Consonant Word-Signs ... 78
Notes on the Word-Signs ... 79
Word-Signs of One Consonant Stroke with Vowels, Including Lengthened Consonants ... 80
Reading Exercise ... 82
Writing Exercise ... 83
Review Questions ... 84

SIXTEENTH LESSON:—

Shortening—Phrase-Signs ... 85
Short List of Words Written in Full ... 86
Special Phrase-Signs ... 87
Position of I, We, You when Joined to Did, Do, Had ... 88
Reading Exercise ... 90
Writing Exercise ... 91
Review Questions ... 91

SEVENTEENTH LESSON:—

Light Consonants Shaded, Shaded and Light Ticks, Phrase-Signs ... 93
R and L Shaded to Add T and D ... 93
Shaded and Light Ticks ... 94
The Shaded Slanting Tick ... 95
Vertical Shaded Tick ... 95
Slanting and Vertical Ticks Lengthened ... 96

CONTENTS

PAGE

Light Ticks for Pre and Pro ... 96
Special Phrase-Signs ... 96
Omission of Words—Varient Forms ... 97
List of Special Phrase-Signs ... 98
Reading Exercise ... 99
Writing Exercise ... 100
Review Questions ... 100

EIGHTEENTH LESSON:—
List of Word-Signs Consisting of Shaded Consonants and Shaded Ticks ... 101
Shaded Consonants Word-Signs ... 102
Word-Signs of Shaded Consonants with Shaded Ticks Joined ... 103
Reading Exercise ... 103
Writing Exercise ... 104

NINETEENTH LESSON:—
Combined Consonants ... 106
Combined Consonants NT, MT, ND, MD ... 106
Combined Consonants TN, DN, TM, DM ... 107
Reading Exercise ... 109
Writing Exercise ... 110
Review Questions ... 111

TWENTIETH LESSON:—
Combined Consonant Word-Signs—Phrase-Writing ... 112
Word-Signs Easily Learned ... 112
Notes on the Word-Signs ... 112
Combined Consonant Word-Signs ... 113
Notes on the Phrase-Signs ... 116
Reading Exercise ... 118
Writing Exercise ... 119

TWENTY-FIRST LESSON:—
Prefixes ... 120
Al and Or ... 120
Phrase-Signs ... 122
List of Frequently Recurring Phrase-Signs ... 123
Reading Exercise ... 125
Writing Exercise ... 125
Review Questions ... 126

TWENTY-SECOND LESSON:—
Disjoined Prefixes ... 127
Initial Syllables Preceding the Prefix Signs ... 132
Word-Signs Used for Prefixes ... 132
Reading Exercise ... 132
Writing Exercise ... 134
Review Questions ... 134

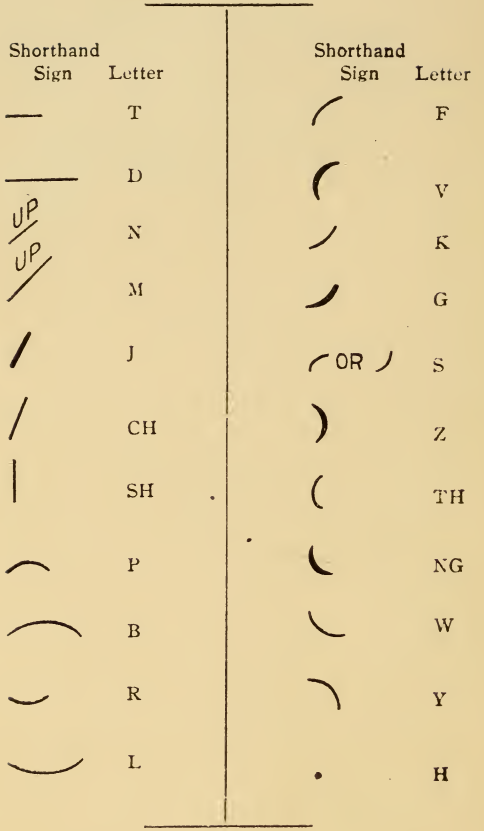
CONTENTS

TWENTY-THIRD LESSON:— PAGE
Suffixes . . . 136
Reading Exercise . . . 143
Writing Exercise . . . 145
Review Questions . . . 145

TWENTY-FOURTH LESSON:—
Commercial Word-Signs . . . 147
Notes on the Word-Signs . . . 147
Reading Exercise . . . 156
Writing Exercise . . . 157

TWENTY-FIFTH LESSON:—
Omission of Vowels—Omission of Consonants . . . 159
Abbreviating Words in General . . . 162
Reading Exercise . . . 162
Review Questions . . . 165

CONSONANTS


Shorthand Sign
Letter
T
D
UP
N
UP
M
J
CH
SH
P
B
R
L
Shorthand Sign
Letter
F
V
K
G
OR
S
Z
TH
NG
W
Y
H

FIRST LESSON

THE CONSONANTS

1. **The First Thing to Do.**—The first thing you have to do is to read the lesson over very carefully; this will give you a general idea of the lesson, after which you must *study* each numbered section. This does not mean that you are to commit the section to memory, word for word, but the ideas contained in the section must be studied until you can give the substance of each in your own language, not necessarily the exact language of the book.

2. **The Second Thing You Have to Do.**—In taking up the study of Shorthand the second thing you have to do is to learn the Consonants, and this, your first real work, must be done thoroughly; it must not be slighted in any particular. The Consonants only are presented in this lesson; the Vowels in subsequent lessons. You will notice that the letters are not presented in the order of the common alphabet, but in that order which experience has shown to be the best; the straight line consonants being presented first, and then the curves.

3. **Consonants are of Three Lengths.**—The consonants are of three lengths, as follows: D, M, B, L, are called the four long letters, S the short one, H the dot; the balance of the letters are designated as full-length.

4. **Horizontal Letters.**—The horizontal letters are T, D, P, B, R, L, and are written from left to right.

5. **N and M.**—N and M are called the up-stroke letters and are *always written upward* from the line of writing. The balance of the letters, with the exception of the horizontals, are written downward.

6. **The Shaded Letters.**—The shaded letters are J, V, G, Z, NG, the curved ones being shaded in the *middle* only, as shown in copy.

7. **Vertical Letters.**—The signs for SH, Z and TH are the only vertical letters, and care should be taken to write them "straight up and down," not slanting.

8. **Left Oblique Letters.**—W, Y, NG are called the left oblique or the back-hand letters.

9. **S.**—S is represented by two signs, very short curves, written downward; the one that is written by moving the pen to the left is called the left-hand S, the one by moving the pen to the right the right-hand S. In writing words we do not use both signs for S, only the one that is joined most conveniently to the letter preceding or following it.

10. **G.**—The sign for G represents the hard sound of that letter, as G in *get* and *go;* the soft sound of G is that of J, as G in *gem*.

11. **The Hard Sound of SH and TH.**—The distinguishing of the hard sound of SH, as *si* in *vision,* and that of TH in *they,* by giving these sounds a separate sign, is unnecessary, and they have been omitted from the list of consonants, the former being represented by SH and the latter TH. No trouble will ever be experienced in determining which sound of of these letters these signs represent.

12. **C, Q and X.**—The letters C, Q and X, in the common alphabet, are not recognized in the phonetic (by sound) systems of shorthand as separate letters, except when used as initials; C representing the

sound of S for C in *cent,* and that of K for C in *cat;* Q the sound of K for Q in *quick;* X the sound of KS for X in *extra.*

13. **Consonant Digraphs.**—The consonant digraphs CH, SH, TH, NG, although letters representing but a single sound, are named as two letters, the same as in common print.

Budget of Writing Exercises.—All the writing exercises are on separate sheets enclosed in an envelope marked, "Budget of Writing Exercises." The Budget is considered a part of the text-book and must always be used in connection with it.

14. **Method of Learning the Consonants.**—The method of learning the consonants as outlined below is a very simple and easy method, enabling the pupil to learn the signs in the shortest possible time.

The first three pages of the two separate sheets prepared for the first lesson, presents the alphabet in caps, and above the printed letter the shorthand sign in light pink.

Trace over these shorthand signs with black ink, just exactly as they are given, noting carefully the light and shaded lines, and at the time of writing the sign name the letter; thus, T, D, N, M, J, CH, etc.

The second and third pages present the alphabet not in its regular order, but "mixed up." The fourth page presents the alphabet "mixed up," but the printed letters only are given, the learner being required to write the proper shorthand sign on the dotted line above the printed letter. The naming of the letter every time it is written must not be neglected.

15. **Further Practice.**—After the learner has filled in the sheets as directed, the signs should have become fixed in mind and every letter written without hesitation, if he has done his work as thoroughly as he ought and as directed. He must now continue his practice, using his note book for this purpose, until the alphabet can be neatly and correctly written, from dictation, in thirty seconds.

16. **Note Books.**—All the exercises and all your shorthand should be written with a pen until you can write fifty words a minute, after which a suitable pencil may be used. The note books should be made of the best quality of paper, and in form those that open from you.

To the Learner.—Shorthand has been compared to a man building a house. The first thing he does is to lay the foundation, then he gets the material together and builds the house upon the foundation, which, if built upon the sands will fall when the rains come and the winds blow. So it is with shorthand; the foundation, the alphabet, must be firmly laid, the signs learned perfectly, the principles presented in each subsequent lesson being simply the material to build shorthand, but even these will fail you if you have neglected the foundation.

If you lack the patience to master this first lesson according to the directions given, you may then safely conclude that your work lies along some other line than that of shorthand, but, having a desire to learn, and possessing patience, perseverance, and a large stock of good, hard, every day common sense, you will succeed and become a competent stenographer, while others, who may be considered "smart," but lacking these qualifications, will fall by the wayside.

Remark.—Until the learner can give appropriate answers to the questions in the lesson he is studying it is evident that he does not understand the principles presented, and should not permit himself, nor be permitted by the teacher, to proceed to the next lesson until he is able to answer every question, correctly read and readily write the exercises in the one he is learning.

Questions for Review—First Lesson

(1) What is the first thing you have to do? (2) The second thing? What is presented in this lesson? (3) Name the four long consonants. (4) Name the horozontal consonants. (5) What two consonants are always written upward? (6) Name the shaded letters? (7) Name the three vertical letters. (8) Name the three left oblique letters. (9) What letter has two signs to represent it? What is the name of the letter S which is written to the left? The name of the one written to the right? (10) Does the sign for G represent the hard or soft sound of that letter? (11) Is it necessary to have a sign to distinguish the hard from the soft sound of SH and TH? (12) What three consonants are not used in shorthand? Phonetic means what? *Ans.*—Writing by sound. (13) Name the three digraghs.

SECOND LESSON

FIRST-POSITION VOWELS

17. **Number of Vowels and Diphthongs.**—There are, in every system of phonetic shorthand, twelve vowels and four diphthongs; six of the vowels are long and six are short.

18. **Vowel Signs.**—The signs representing the vowel sounds are large and small circles, large and small semicircles.

19. **Vowel Sounds of First-Position Vowels.**—The sounds which the signs of the first-position vowels represent are indicated by the *italic* letter or letters in the illustrative words below.

20. FIRST-POSITION VOWELS

Long ○ E, ee as in *ee*l	Long ⊂ AW, aw as in *aw*l
Short ○ i, i as in *i*t	Short ⊂ o, o as in *o*dd

21. **Manner of Learning the Vowels.**—The sounds represented by these circle and semicircle signs are easily learned by pronouncing the key word, carefully noting the first vowel sound in each; then pronounce as much of the word as is indicated by the *italic* letter or letters and the proper sound of the shotrhand vowel will be heard.

22. **Fixing in Mind the Sounds and Signs for the Vowels.**—At the time of repeating the vowel sound you must fix in mind not only the shorthand sign

representing the vowel sound, but the Roman letter or letters which represent the shorthand sign. The two signs representing the vowel sound, the shorthand sign and printed letter, must be learned perfectly so that the instant you see either sign—the shorthand or printed letter—you can give the proper sound, and the instant you hear the sound you can picture in the mind the proper sign for the sound and the position to which it belongs.

23. **Words Written as Pronounced.**—In writing shorthand no silent letters are used, words being written precisely as they are pronounced; thus, *ate* is written as though it were spelled a-t (long a); *dough,* as if it were spelled d-o (long o); *write,* R-I-T; *rough,* R-u-F; c in *cup* is k, while in *cent* it is s; in *gem* g is j; in *phrase* ph is f; in *add* there is but one d, etc.

24. **First-Position.**—The first-position as applied to shorthand means that the consonant, which is used in connection with a vowel to form a word, is written so that it (the consonant) rests about one-sixth of an inch above the line of writing.

25. **Method of Joining the Circle Vowels to Straight Line Consonants.**—The circle vowels are joined to the straight line consonants, T, D, N, M, J, CH, SH, at the beginning and end, by moving the pen in a direction contrary to the movements of the hands of a clock.

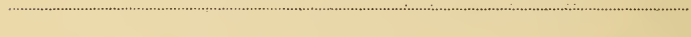
26. **Circle Vowels on Curved Consonants.**—On curved consonants the circle vowels are turned inside the curve, the pen moving, according to convenience, with or contrary to the hands of a clock.

27. **Left-Hand S.**—When S is the only consonant in the word use the left-hand S.

28. **Method of Expressing H.**—H is expressed by placing a dot before or above the vowel, the placing being done after the balance of the word has been written, the same as we lift the pen to dot an I or cross a T in longhand; thus, *heat* is written E-T, lift the pen and place a dot above the vowel.

29. **Exercise Illustrating the Joining of Circle Vowels.**—The following exercise illustrates the writing of words in the first-position and the manner of joining the circle vowels to straight and curved consonants. Each word of the exercise below should be copied in your note book, neatly and correctly, *five* times, always spelling the word at the time of writing; thus, E-T, *eat;* i-CH, *itch;* N-E, *knee,* etc.

eat	itch	knee	heat	pea	Eve	ill
E-T	i-CH	N-E	H-E-T	P-E	E-V	i-L



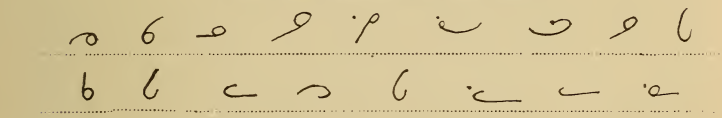
30. **Method of Joining the Semicircle Vowels.**—The semicircle vowels are joined to the consonants as initial (beginning) and final hooks; that is, if it is a large hook joined to a consonant it represents the vowel AW; if a small hook the vowel o. On straight-line consonants the hooks are written on the same side as the circle vowels, and on curved consonants are turned inside the curve.

31. **Exercise Illustrating the Joining of Semicircle Vowels.**—The following exercise illustrates the writing of words in the first-position and the manner of joining the semicircle vowels as hooks to the straight and curved consonants. The spelling of the words in shorthand and copying the same *five* times must never be neglected.

ought	hod	jaw	paw	Ong	thaw	on
AW-T	H-o-D	J-AW	P-AW	o-NG	TH-AW	o-N

Reading Exercise.—The following reading exercise consists of words written in the first-position, that is, resting above the line, and you are to practice reading the same until every word can be spoken as fluently as if it had been written in longhand.

To be read and copied five times



Writing Exercise.—The writing exercise will be found in the Budget of Writing Exercises under "Second Lesson," and consists of words with nomenclature (NO'MeN-KLA-CHuR, calling by name) and indicates how the word is to be written. The words are in column, followed by blank lines on which the learner is to write the shorthand sign opposite the printed word, as he understands it should be written. The teacher will then correct, in red ink, the words incorrectly written, after which the learner is to carefully note the corrected outline and then fill out the balance of the line with the correctly written sign as indicated in red ink.

Additional Practice.—After the exercise has been written, corrected, and rewritten according directions, there should be the further practice of writing the words from dictation; this is necessary as the practical part of shorthand means to write from hearing words spoken.

To the Learner.—You have been told to learn each lesson perfectly, but to do this may require more patience than you have been in the habit of exercising in the ordinary affairs of life, but it has been done by thousands who have taken up the work before you, and what others have done you can do. There is but little mental effort required to learn the first lesson; it is more a matter of practice than anything else, something a child can do, and the principles presented in this, the second lesson, require but little more effort to learn, but it should be done thoroughly. If you can repeat the vowels, write and read the exercises, and can say to yourself, "I am confident that I know everything presented in the lesson," you can then pass to the third lesson with the pleasure that comes of knowing that you have done your work faithfully and done it well.

Questions for Review—Sncond Lesson

(17) What is the number of vowels? The number of diphthongs? How many of the vowels are long and how many are short? (18) What are the vowel signs? (20) Repeat the first-position vowels. What vowel sound is expressed by the capital E? Capital AH? Small i? Small o? (23) In shorthand what letters are not used? (24) How far above the line of writing are the consonants of the first-position written? (25) How are the circle vowels on straight lines turned? (26) How are they turned on curved consonants? (27) Which S is used when S is the only consonant in the word? (28) How is H expressed? (30) How are the semicircle vowels joined to consonants?

THIRD LESSON

SECOND-POSITION VOWELS

32. **Signs and Sounds of the Second-Position Vowels.**—The sounds which the signs of the second-position vowels represent are indicated by the *italic* letter or letters in the following illustrative words, the vowel signs being large and small circles, large and small semicircles, with a dash below or following the vowel sign.

33. SECOND-POSITION VOWELS

Long	A, a as in *a*te	Long	O, o as in *o*de
Short	e, e as in *e*bb	Short	u, u as in *u*p

34. **Second-Position Vowels, How Indicated.**—You will observe that the signs for the second-position vowels are the same as for the first-position with the exception that each has a dash below, these being used only in the writing of isolated and unfamiliar words; the vowel sounds, without the dash, being determined by the position of the consonant, which rests *on* the line if the vowel is one of those of the second-position. The dash is most conveniently placed by writing it parallel with the consonant.

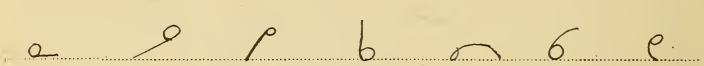
35. **Manner of Learning the Vowels.**—The manner of learning the second-position vowels is the same as that given for learning the first-position vowels, sections 21 and 22, which see.

36. **Meaning of the Second-Position.**—The second-position as applied to shorthand means that the consonant which is used in connection with a second-position vowel to form a word, is so written that the *consonant* rests *on* the line of writing.

37. **Method of Joining the Second-Position Vowels.**—The method of joining the second-position circle and hook vowels to straight and curved consonants is the same as that of the first-position, as given in sections 25 and 26, which see.

38. **Illustrative Words.**—The following illustrative words show the manner of joining the circle and semicircle, or hook vowels as we can now call them, to words written in the second-position. Each shorthand outline is to be copied in your note book, neatly and correctly, *five* times, and at the time of writing you are to spell the word as indicated by the nomenclature; thus, A-T, *ate;* M-A, *may;* e-J, *edge,* etc.

ate	may	edge	shay	ebb	Fay	ace
A-T	M-A	e-J	SH-A	e-B	F-A	A-S



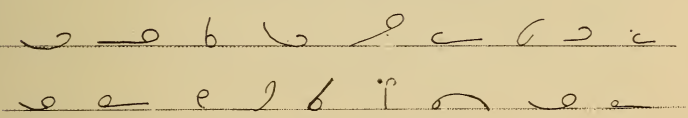
toe	ode	hut	hush	up	foe	low
T-O	O-D	H-u-T	H-u-SH	u-P	F-O	L-O

39. **Size of Circles and Hooks.**—The small circle and hook vowels should be made as small as the ease and convenience of writing will permit, the larger circles and hooks being made only enough larger to be readily distinguished from the small signs.

40. **Two Vowels to One Consonant.**—When two vowels are joined to one consonant it is the first vowel that determines the position in which the word is to be written, as shown in "eighty," second word, first line, and "obey," second word, second line.

Reading Exercise.—The following exercise consists of words written in the second-position, that is, the consonants resting on the line.

To be read and copied five times.



Writing Exercise.—The writing exercise of this lesson will be found in the Budget of Writing Exercises under Third Lesson, and in accordance with the directions given under "Writing Exercises" and "Additional Exercise" in the second lesson, which see.

To the Learner.—You were told in the first lesson to read the lesson over very carefully first, then to go back and *study* each numbered section. Are you doing this? The directions there given are to be followed in each subsequent lesson; don't simply read, but *study* the sections, as it is necessary that you know the text of the lesson as well as you know your a, b, c's.

Questions for Review—Third Lesson

(33) Name the second-position long vowels. Second-position short vowels. Capital A represents what vowel sound? Capital

O? Small e? Small u? (34) How may the second-position vowels be distinguished from the first-position when such distinction is necessary? (36) Where do the consonants of the second-position rest? (39) What is said about the size of the circles and hooks? (40) If there is more than one vowel to a consonant which one determines the position?

FOURTH LESSON

THIRD POSITION VOWELS—DIPHTHONGS

41. **Sounds and Signs of the Third-Position Vowels.**—The sounds which the signs of the third-position vowels represent are indicated by the *italic* letter or letters in the following illustrative words, the vowel signs being large and small circles, large and small semicircles with a dot below or following the vowel sign.

42. THIRD-POSITION VOWELS

Long ○̣ AH, a as in *a*rm or p*a* Long ⊂̣ OO, oo as in *oo*ze

Short ○̣ a, a as in *a*t Short ⊂̣ oo, oo as in f*oo*t

43. **Third-Position Vowels, How Indicated.**—In order to distinguish the signs of the third-position vowels from those of the first and second, a small dot is placed after or below the sign, but, as in the case of the second-position vowels, are seldom used, the proper vowel being determined by the position, which, for third-position vowels, is written *through* the line if the consonant is an *up* (N or M) or *down* stroke, and *below* the line if it is a horizontal letter, T, D, P, B, R, L.

44. **Manner of Learning the Vowels.**—The manner of learning the third-position vowels is the same as that given for learning the first-position vowels, sections 21 and 22, which see.

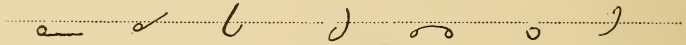
45. **Meaning of Third-Position.**—The third-position as applied to shorthand means that the conso-

nant which is used in connection with a third-position vowel to form a word, is to be written *through* the line if it is an up (N or M) or down stroke, and *below* if it is a horizontal.

46. **Method of Joining the Third-Position Vowels.**—The method of joining the third-position circle and hook vowels to straight and curved consonants is the same as that of the first-position, and as given in sections 25 and 26, which see.

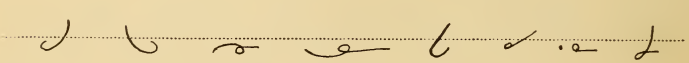
47. **Illustrative Words.**—The following illustrative words show the manner of joining the circle and semicircle, or hook vowels as we call them, to words written in the third-position. Each shorthand sign is to be copied in your note book neatly and correctly, *five* times. Spelling the word at the time of writing, as indicated by the nomenclature, must not be neglected.

add	Ann	Jew	coo	abbey	ha	hook
a-D	a-N	J-OO	K-OO	a-B-i	H-AH	H-oo-K



Reading Exercise.—The following reading exercise consists of words written in the third-position, that is, the upright and slanting consonants are written *through* the line and the horizontals *below*.

To be read and copied five times



48. **Diphthongs.**—A diphthong is the union of two vowel sounds in one sylable. The four close diphthongs are the ones recognized or used in short

hand, and the signs and sounds they represent are given in the table below; the manner of learning them is the same as the directions given for learning the vowel signs and sounds in the second lesson, sections 21 and 22, which see.

49. TABLE OF DIPHTHONGS

ō	I, i as in *ice*,	1st position
ↄ	OI, oi as in *oil*,	2nd position
ↄ	U, ew as in *dew*	2nd position
ↄ	OU, ou as in *out*	2nd position

50. **I.**—The diphthong I is composed of the vowels *a* as in *ask*, and *i* as in *it*. Its shorthand sign is a small circle in the first-position, and is distinguished from the short sound of *i*, when necessary, by placing a dash *above* or *before* the sign.

51. **OI.**—The diphthong OI is composed of the vowels *o* as in *on*, and *i* in *it*. The sign for the diphthong OI is a small circle joined to a semicircle, but when joined to a consonant it is more generally a small circle turned on the inside of a hook, as illustrated below; however, the sign as given in the table must be used occasionally, as in *oil*.

52. **U.**—The diphthong U is composed of the vowels *i* as in *it*, and *oo* in *foot*. The shorthand sign for U is simply a circle prefixed to a semicircle, but when joined to a consonant it is a small circle written at the end of the stroke, and from the point where the pen completes the circle, a hook or semicircle is turned, as shown in the illustrative words below.

53. **OU.**—The diphthong OU is composed of the vowels *o* as in *on*, and *oo* in *foot*. The shorthand

sign for this diphthong is a circle with a line struck partly, or if more convenient, completely through the circle.

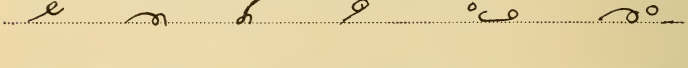
54. **Short Vowels Compose the Diphthongs.**—The four diphthongs are composed of short vowel sounds, and the same are readily pronounced by accenting the first letter and letting the voice glide into the second.

55. **Two Vowels Before or After a Consonant.**—When two vowels, or a vowel and a diphthong, come before or after a consonant, the one fartherest from the consonant must be disjoined, as illustrated in the words *iota* and *payee* below.

Illustrative Words.—The following illustrative words show the manner of joining the diphthongs to the consonants. Copy each shorthand outline in your note book *five* times, doing this neatly and correctly, and at the same time spelling the word as indicated by the nomenclature.

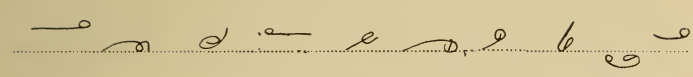
tie	nigh	toy	annoy	joy	oil
T-I	N-I	T-OI	a-N-OI	J-OI	OI-L

new	pew	view	now	iota	payee
N-U	P-U	V-U	N-OU	I-O-T-a	P-A-E



Reading Exercise.—The following reading exercise consists of words of one consonant with diphthongs, and the same is to be read until each word can be spoken as readily as if the same had been written in longhand.

To be read and copied five times



Writing Exercise.—The writing exercise of this lesson is to be written on the blank sheets according to the directions given under "Budget of Writing Exercise" and "Additional Exercise," in the second lesson, which see.

To the Learner.—Nothing will obviate the necessity of repeating and picturing in the mind the signs and positions of the vowels and diphthongs as outlined in the second, third and fourth lessons, repeating them over and over, so that when you hear a vowel sound you can instantly recall its sign, position, and the printed letter used to represent the sign.

If you have mastered this and the preceding lessons as thoroughly as you ought, you are now prepared to write any word in the English language consisting of one consonant and one or more vowels.

Questions for Review—Fourth Lesson

(42) Name the third-position long vowels. Third-position short vowels. Capital AH represents what vowel sound? Capital OO? Small a? Small oo? (43) How may the third-position be distinguished from the first and second when such distinction is necessary? (44) What is meant by the third-position as applied to shorthand? Where are the up and down strokes of the third-position written? Where are the horizontal letters written? (48) What is a diphthong? Name the four diphthongs. (49) Which diphthong is written in the first-position? Name the three that are

written in the second-position. (54) Are the diphthongs composed of long or short vowels? (55) How are vowels written when two come before or after a consonant? What is the position for the diphthong I ? *Ans.* Above the line; first position. Which three are considered second-position? *Ans.* OI, U and OU.

FIFTH LESSON

CONSONANT WORD-SIGNS

56. **Number and Position of Word-Signs.**—Fully three-fourths of the words used in conversation and ordinary correspondence are represented by word-signs; that is, words not written in full, but represented by one or more letters of the word written above, on, through, or below the line of writing.

57. **Names of the Signs.**—The sign used to represent the word is called a word-sign, and the word that is represented by the sign is called a sign-word.

58. **Word Signs Necessary.**—The object of having word-signs is to gain speed; without them it would be impossible for the writer of any system of shorthand to keep up with an ordinary speaker, and for this reason it will be necessary to learn the word-signs perfectly—commit them to memory, so that you will be able to write them neatly, correctly, each in its proper position, and as quickly as they would be spoken by a good reader.

59. **The Use of the Hyphen in Sign-Words.**—When a sign-word is printed with a hyphen the sign represents both the word preceding the hyphen and the word composed of the letters before and after; thus, *give-n* represents both *give* and *given; charge-d,* both *charge* and *charged.*

60. **Nomenclature.** The naming of the word-signs and outlines for words, aptly called "spelling

in shorthand," is one of the admirable features of Day's Shorthand, enabling the learner to more quickly and firmly fix the signs in mind, and the teacher in giving dictation can dispense almost entirely with the necessity of writing the characters on the blackboard or with pen or pencil on the paper.

61. **Use of the Superior Figure.**—The naming of the consonants, and which are used for the signs in this lesson, are as follows: The superior figure following the word indicates the position in which the sign is to be written; 1, *above* the line; 2, *on* the line; 3, *through* or *below* the line. The letter S, having two signs, is named left-hand S, or right-hand S, according to the direction in which it is written; if to the left it is abbreviated to lh (left-hand) S; if to the right, rh (right-hand) S. Wherever the abbreviation lh and rh occur you are to speak the word for which the abbreviation stands; thus, left-hand for lh, and right-hand for rh.

62. **Spelling.**—To spell is to write or pronounce the letters of a word in their proper order, and to become a good speller we name and write the letters of a word in regular succession, and this is continued until the order of the letters become so firmly fixed in mind that the word can be correctly spelled and written without conscious effort on the part of the writer.

63. **Spelling in Shorthand.**—Learning to spell in shorthand is accomplished in the same way as we learn to spell in the common method, but with this difference: many of the words in shorthand are not written in full, but abbreviated, and in order to spell the word you must know what the abbreviation is, then spell, that is, name the letter or letters of the word, giving its position, and at the same time writ-

ing it again and again until it can be done without conscious effort, the same as in the common spelling.

In longhand the learner can write a word correctly if he knows the proper spelling; so in shorthand, if he can spell it in shorthand he has a correct picture in the mind of the outline to be written, and can write it, whether the mental picture was obtained through the organ of sight or the organ of hearing.

There is no method of study that will obviate the necessity of a perfect familiarity with the word-signs.

64. **Easy Method of Learning the Signs.**—The method of learning the word-signs as given below is the one that will most surely and quickly lead to the mastery of the longest list of word-signs ever presented, and the method outlined should be followed in every particular. Observe that the list consists of the consonants written, in most cases, in three positions, but not always according to the position of the vowel.

65. **The Method.**—(a) You will notice that the letter T is written in three positions, *above, on* and *below* the line, and that each position represents a different word or words. Now proceed to pronounce, spell and write them in shorthand; thus, *time,* T one; *it,* T two; *at* and *out,* T three, filling in three lines in your note book. At the time of pronouncing, spelling and writing the signs you must put forth an effort to fix the signs in mind; this must not be neglected.

(b) The letter D is also written in three positions, *above, on* and *below* the line, each position representing a different word or words. Proceed to pronounce, spell and write the signs the same as for T;

thus, *dollar* and *did,* D one; *do,* D two; *had,* D three; continuing the practice until three lines have been written.

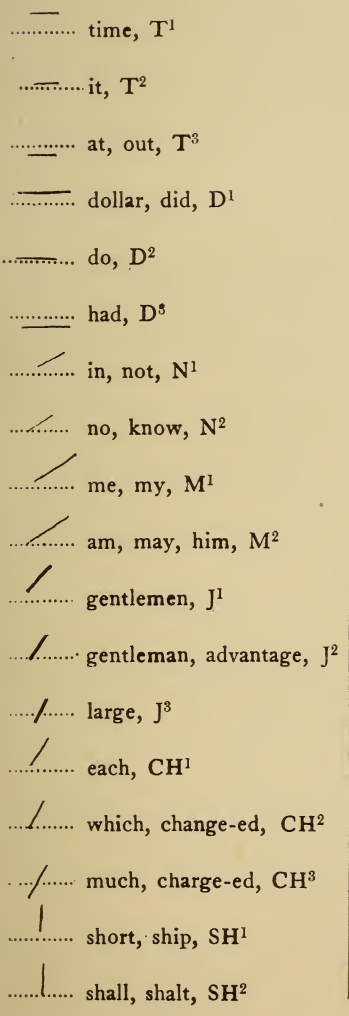
(c) Proceed in the same manner with N, M, J, CH, etc., until you have finished one column of the signs, writing in every case not less than three lines for each letter.

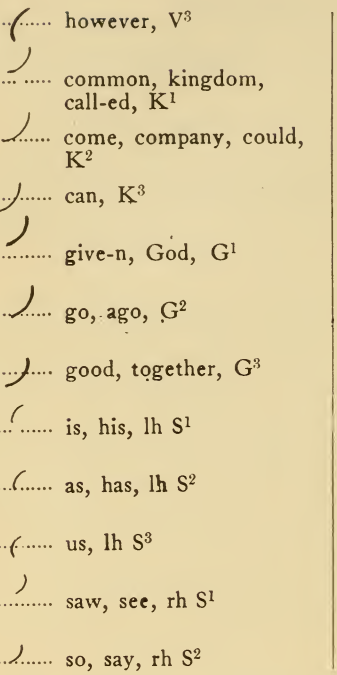
(d) Having pronounced, spelled and written the words of the first column as directed, cover the printed words with a slip of paper and see if you can recall the word represented by the shorthand sign, but *reversing* the order of spelling and pronouncing; thus, T one, *time;* T two, *it;* T three, *at* and *out,* and so with all the signs of the column. Spell and pronounce the words for the signs, not only from top to the bottom of the column, but from bottom to the top, also "skip around" in the spelling and pronouncing until the proper word for every sign can be instantly recalled.

66. **Number of Word-Signs and Words Represented by the Consonant Signs.**—The number of word-signs presented in this lesson is sixty, representing one hundred words, nearly one-half of those used in ordinary correspondence, and unless the matter is unusually difficult the rule will hold good, and this being the case you will readily see the necessity of learning the list, and all subsequent ones, perfectly.

67. **Us and Use.**—Observe the word-signs *us* and *use,* although slanting letters in the third-position, are more conveniently written, being very short lines, by putting the pen on the line, and from that point write the S.

68. CONSONANT WORD-SIGNS





Writing Exercise.—The writing exercise is in your Budget of Writing Exercises, explained in the second lesson under "Writing Exercise," which see. The exercise consists of two pages of sign-words. On the dotted line above the printed word write the proper word-sign. The list should finally be written from dictation, given by a fellow student or some friend, until it can be written in two minutes and a half.

To the Learner.—Beginners in shorthand are apt to make their notes too large. One-sixth of an inch is considered the standard for full-length strokes,

and you should adopt this size in your practice. Endeavor to conform your writing, in size and general appearance, to that shown in this and all subsequent lessons. Exercise patience in writing the exercises consisting of words. Learners are apt to get impatient and desire to "get on," so that they can begin to write sentences. It is a laudable ambition to "get on," but the writing of sentences is not the beginner's test as to his progress; principles must first be learned; material must be obtained before the house can be built. Remember that sentences are only words put together in such a way as to "make sense;" so, if you can write words you can write sentences or anything else.

Questions for Review—Fifth Lesson

(57) What is a word-sign? What is the word called that has a sign to represent it? (58) Why do we have word-signs? (59) What does the hyphen denote? (60) Naming the outline for words is called what? (61) What does the superior figure indicate? What is the position of the word with the figure one? Figure two? Figure three? (62) What is spelling? (65) Give, in substance, the method of learning the word-signs of this lesson. (66) How mony consonant word-signs are there? How many words do they represent? Where do you place the pen when you begin to write the word-signs "us" and "use"? *Ans.* On the line.

SIXTH LESSON

SPECIAL WORD-SIGNS

69. **Dot, Dash and Semicircle Word-Signs.**—The list of word-signs presented in this lesson could properly be termed "arbitrary" or "special" signs as they do not, like the first list, represent some one prominent letter of the word, but are arbitrary signs used to represent a number of very frequently recurring words. The signs represent thirty-four words, which, together with the consonant word-signs, represent one hundred and fifty words, fully one-half of the words used in ordinary correspondence.

70. **Name of the Dot and Dash Signs and How Written.**—Having a name for every sign that is written is a great help in learning the signs. Hearing the word *spelled* in shorthand (naming the sign) as clear a picture can be formed in the mind as to how it is to be written as if it were *written* in shorthand.

Dot Signs.—(a) The dot above the line is called *dot one;* on the line, *dot two;* below the line, *dot three.*

Dash Signs.—(b) The dash signs are named *left* and *right oblique* (slanting), *vertical* (straight up and down), and are written in three positions as shown in the list of word-signs. The printed abbreviations for the dash signs are as follows: Left oblique, *lft obl*; vertical, *vert*; right oblique, *rt obl.* Thus *of* would be spelled left oblique dash one; *to,*

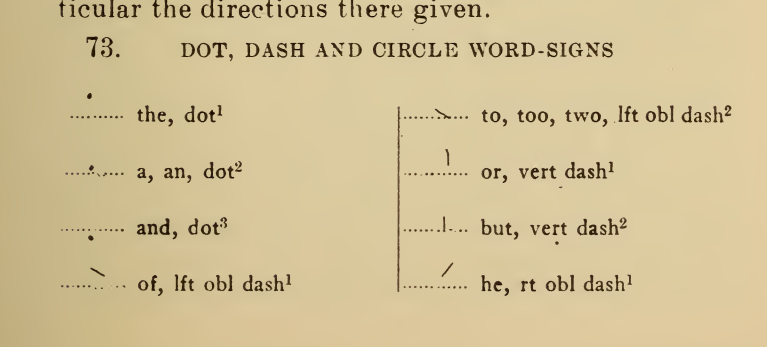
left oblique dash two, etc. The dash signs are all written downward with the exception of *he* and *should.*

71. **Semicircle Word-Signs.**—The semicircle word-signs are written in two positions, above and on the line, and for a name for these signs we use four vowels, although the vowel sound is no part of the word, *just the name* for the sign used to represent the word, and are written with the semicircle opening to the *right, left, upward* and *downward,* the abbreviation for downward being *dn.* In naming the signs use the vowel *sound* and not the letter; thus, o as in *on*; u as in *up*; AW as in *awl*; O as in *ode.* An illustration of the spelling is as follows: *we* and *with,* o one right; *were,* u two right; *what,* o one left, etc.

(a) The abbreviations for the large semicircles representing phrase signs (two words represented by one sign) are, for the oblique signs, NE, northeast; SW, southwest, indicate the direction in which the semicircles open and are named as follows: *with-you,* AW one northeast; *would-you,* O two southwest.

72. **Method of Learning the Signs.**—You are to use the same method in learning the signs for this lesson as that given for learning the consonant word-signs, section 65, which see, following in every particular the directions there given.

73. DOT, DASH AND CIRCLE WORD-SIGNS



should, rt obl dash[2]

 how, rt obl dash[3]

 I, eye, I[1]

eh, e[2]

ah, AH[2]

 first, rt obl loop[2]

74. SEMICIRCLE WORD-SIGNS

we, with, o[1] rt

 were, u[2] rt

what, o[1] lft

would, u[2] lft

 ye, year, o[1] up

yet, o[2] up

beyond, o[1] dn

 you, your, u[2] dn

all, AW[1] rt

O, oh, owe, O[2] rt

 already, AW[1] lft

who, whom, O[2] lft

with-you, AW[1] NE

were-you, O[2] NE

what-you, AW[1] SW

would-you, O[2] SW

ye-were, ye-would, AW[1] up

you-would, you-were, O[2] dn

Writing Exercise.—The writing exercise in the Budget of Writing Exercises consists of one page of sign-words. On the dotted line above the printed word write the proper word-sign. If you cannot recall the outline look it up in the list of signs, giving it a good, sharp look so that you will know it next time. The signs are not to be written on the blanks in the Budget of Writing Exercises until you have learned them according to the directions given in the preceding lesson. Continue the practice until the list can be written from dictation in one minnte.

To the Learner.—In taking up a new lesson the first thing you have to do is to read it over very carefully, then go back and *study* the numbered sections until you are perfectly familiar with them. These directions were given in the first lesson; have you been following them?

Questions for Review—Sixth Lesson

What signs are used to represent the word-signs of this lesson? *Ans.* Dots, dashes and semicircles. (70, a) Name the dot signs. (b) Name the dash signs. (71) In what positions are the semicircle signs written? In what direction do the semicircle word-signs open? What do the abbreviations NE and SW indicate? *Ans.* The direction in which the oblique semicircle signs open; northeast and southwest.

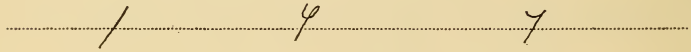
SEVENTH LESSON

SENTENCE WRITING, PUNCTUATION MARKS, PROPER NAMES, PLURAL NUMBER, POSSESSIVE CASE

75. **Sentences.**—In this lesson you begin the writing of short, easy sentences, made up of some of the word-signs and short words which you have already been taught how to write.

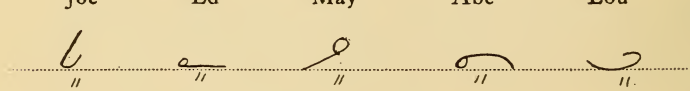
76. **Punctuation Marks.**—The comma, semicolon, colon, parenthesis and quotation marks are the same as in longhand, but the *period, interrogation* and *exclamation* are as follows:

Period Interrogation Exclamation



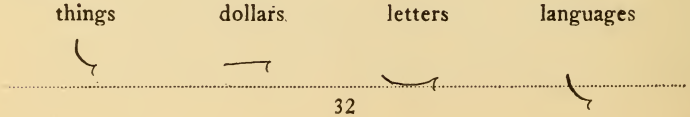
77. **Proper Names.**—Proper names may be indicated by placing two dashes below the word; this distinction, however, is seldom necessary.

Joe Ed May Abe Lou



78. **Plural Number.**—The plural number is indicated, the same as in longhand, by adding S to the singular.

things dollars letters languages



79. **Possessive Case.**—The possessive case of a noun is indicated by adding S, but the mark denoting possession must necessarily be omitted.

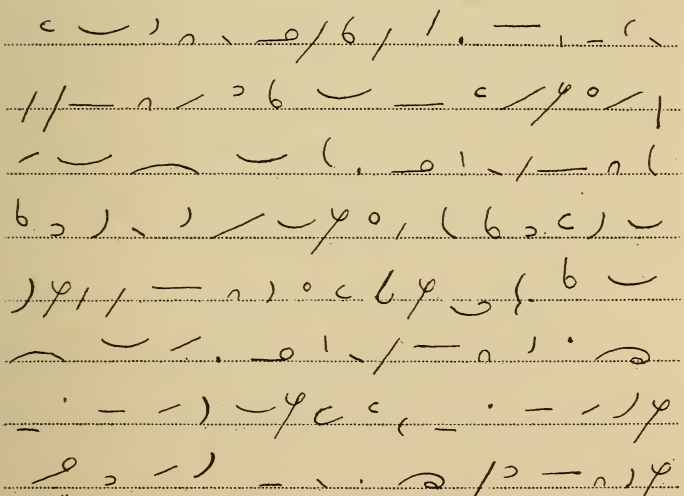
Company's Gentleman's May's

80. **Third Person Singular.**—The third person singular of a verb in the present tense is indicated, the same as in longhand, by adding S to the verb.

gives comes sees thinks

READING EXERCISE

To be read and copied in your note book five times



Writing Exercise.—The writing exercises of all lessons are in the Budget of Writing Exercises, and the manner of writing separate words, which has been the writing exercise up to the present time, has been fully explained. You are now to begin the writing of sentences, and the directions for doing this are as follows: *Write only on the dotted line;* this is important and must not be neglected. After the exercise has been written according to your best judgment, the teacher will then correct your writing on the line below, after which you are to fill in all the blank space, noting carefully the corrections and why they are made. This is to be followed by copying the exercise five times in your note book, doing this neatly and correctly, after which it should be written from dictation.

To the Learner.—Write your exercise with the greatest care before handing it to the teacher for his correction. Criticise your own writing; in doing so the principles will the more surely and quickly become fixed in the mind, and in applying them in much writing you will acquire speed and the utmost familiarity with the shorthand outlines and signs for words. Always copy the exercise the designated number of times, more the better, for the oftener you copy the signs, the quicker you can write them and the more readily you can read them.

Questions for Review—Seventh Lesson

(76) Name the three special punctuation marks. (77) How may proper names be indicated? (78) The plural number of a noun is indicated how? (79) How is the possessive case of a noun indicated? (80) How is the third person singular of a verb in the present tense indicated?

EIGHTH LESSON

WORDS OF TWO CONSONANTS WITH CIRCLE VOWELS

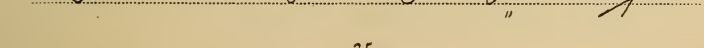
81 **The Principles Presented in this Lesson.**—In this lesson you are instructed how to write words of two consonants and the method of placing the circle vowels between them. It is very simple, consisting merely of writing the letters of the word, one after another, the same as in longhand, but with this difference: omit silent letters, only those being written which are actually heard in pronouncing the word.

82. **Illustrative Words.**—The importance and necessity of writing, neatly and correctly, at least *five* times, every illustrative word, cannot be made too emphatic, and this writing and spelling in shorthand must be done thoughtfully, the outline being written just as it is in the exercise, both as regards its general appearance and position, which will be explained in a subsequent section.

83. **Circle Vowels Between Consonants.**—A general rule for circle vowels between consonants would be, join them in the most convenient manner possible, but more specific rules would be as follows:

(a) Between straight consonants in different directions turn the circle outside the angle.

jet	ditch	shed	tame	Jane	match
J-e-T	D-i-CH	SH-e-D	T-A-M	J-A-N	M-a-CH



(b) When F and V are followed by N, M, P, B, T or D, turn the circle on the back of the F and V.

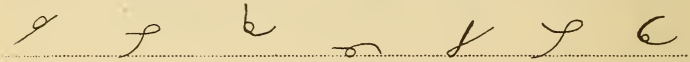
fame	vain	fib	Feb.	fate	vat
F-A-M	V-A-N	F-i-B	F-e-B	F-A-T	V-a-T

(c) Circle vowels between curves in different directions are written on the inside of the consonant following the vowel.

bail	wrap	fig	beer	cave
B-A-L	R-a-P	F-i-G	B-E-R	K-A-V

(d) Aside from the rules given above write the circle vowel between consonants in the most convenient manner. The circle will sometimes take the form of a loop as in *gem* and *take* and for greater convenience in joining. the slant or curvature of a consonant may be considerably varied.

mean	take	sheer	tape	gem	lake	vile
M-E-N	T-A-K	SH-E-R	T-A-P	J-e-M	L-A-K	V-I-L



84. **Rules for Writing S.**—When S is joined to a curved consonant, with or without an intervening vowel, write the S which follows the direction of the curve. When S is joined to a straight line consonant use the S which makes the sharpest angle. When more convenient S may be written with the left oblique slant, as in *sway* and *yes*.

safe S-A-F | sake S-A-K | vase V-A-S | seek S-E-K | face F-A-S | vice V-I-S

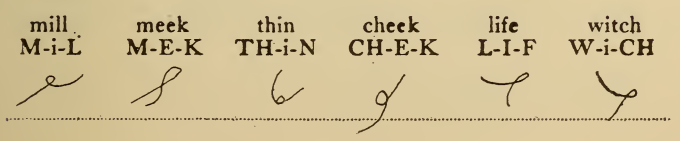
S-M | M-S | S-D | D-S | sway [S-W-A] | yes [Y-e-S

85. **Position of Words of Two Consonants.**—Words of two consonants are written in position the same as words of one consonant; this does away with the necessity of placing the dots and dashes to the vowels, as explained in a subsequent section, and when written in position the words are more legible than when written in longhand or print.

86. **How the Position is Determined.**—The position of a word of two consonants is determined by the vowel of the word, or if the word has more than one, the *first* vowel in the word determines the position, and are written, as regards the line of writing, according to the following rules:

First Position.—If the vowel which determines the position is a first-position vowel, the word is written above the line, as follows: The first *up* (N or M) or *down* stroke, if the word contains one, should rest *above* the line of writing, about one-sixth of an inch; if the word contains horizontal strokes only, all of them should rest above the line.

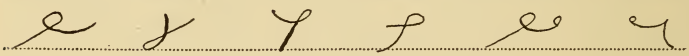
mill M-i-L | meek M-E-K | thin TH-i-N | cheek CH-E-K | life L-I-F | witch W-i-CH



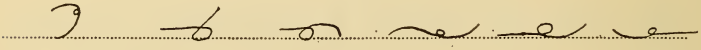
rim	Minnie	dip	peel	tile	dear
R-i-M	M-i-N-i	D-i-P	P-E-L	T-I-L	D-E-R

Second Position.—If the vowel determining the position is a second position vowel, the *first up* (N or M) or *down* consonant, if the word contains one, should rest *on* the line of writing; if the word contains horizontals only, all rest on the line.

mail	game	ledge	take	Mary	earth
M-A-L	G-A-M	L-e-J	T-A-K	M-A-R-i	e-R-TH

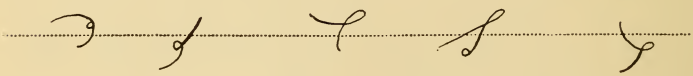


peck	dame	tape	bell	dale	led
P-e-K	D-A-M	T-A-P	B-e-L	D-A-L	L-e-D

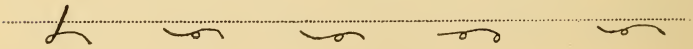


Third Position.—If the vowel determining the position is a third position vowel, the *first up* (N or M) or *down* consonant, if the word contains one, is written *through* the line; if the word contains horizontal consonants only, all are written *below* the line.

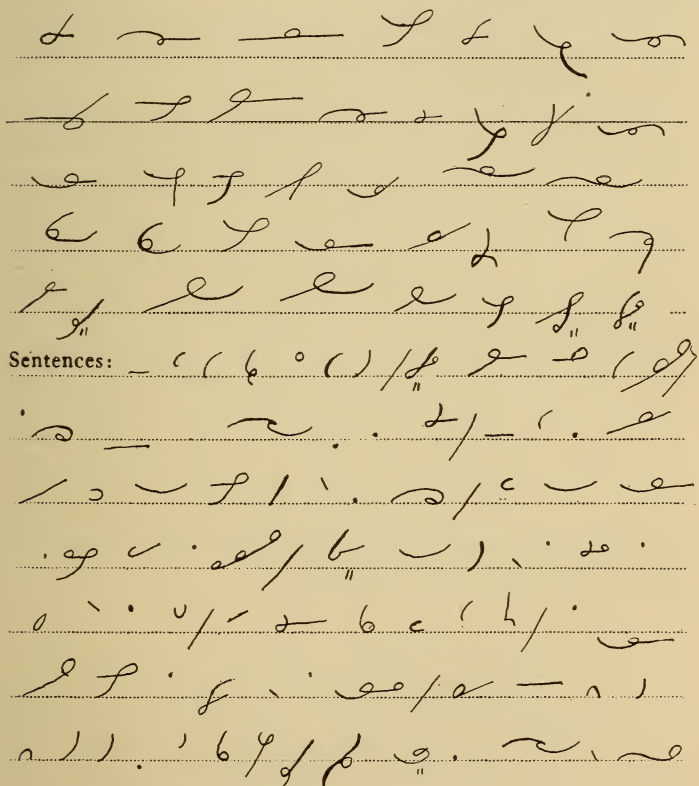
back	Jack	laugh	Maggie	wag
B-a-K	J-a-K	L-AH-F	M-a-G-i	W-a-G



jab	wrap	lap	tabby	Rab
J-a-B	R-a-P	L-a-P	T-a-B-i	R-a-B



Reading Exercise.—The following reading exercise consists of words of two consonants and are written in the three positions. Practice reading the same until the words can be spoken as readily as if they had been written in longhand, then copy in your note book, neatly and correctly five times.



Sentences:

Writing Exercise.—The writing exercise of each lesson will be found in the Budget of Writing Exercises, under the lesson corresponding with the one that is being learned in the Manual. The method of writing the separate words for correction is fully explained under Writing Exercise, second lesson, page 9, which see.

The method of writing the sentences for correction has already been given in the seventh lesson, page 34, which see.

To the Learner.—Are you following the method of proceedure in learning shorthand as outlined in the Manual? If you are you are on the road to success in mastering a highly useful art. There must be no slighting of the work to be done, principles must be learned and the application of the same in much writing is absolutely necessary. Particular attention should be given to the words that have been corrected in your writing exercise, noting carefully why they are not correct as you wrote them, then copy them at least *five* times. Can you repeat the first, second and third position vowels readily and without hesitation? If not, you had better look them up as they are among the following list of questions and I am sure you would not wish to disappoint your teacher by not being able to answer them promptly and correctly.

Questions for Review—Eighth Lesson

(81) What is presented in this lesson? (82) You are directed to write the illustrative words how many times? (83) What is the general rule for writing circle vowels between consonants? (a) How is the circle vowel turned on straight lines in different directions? (b) On which side of F and V are the circles turned when followed by N, M, P, B, T or D? (c) To which consonant is the

circle vowel written when it comes between two curves in different directions? (d) What form will the circle vowel sometimes take? Is it allowable to vary the slant of curvature of consonants? (84) Which S is used when joined to a curved consonant? Which S is used when joined to straight line consonant? (85) What is the object of writing words in position as regards the line of writing? (86) Which vowel determines the position of the word? Where does the first up or down consonant of a word in the first position rest? The second position, where? The third position, where? If the consonants of a word are both horizontal where are they written? *Ans.* Above the line for the first, on the line for the second, and below the line for the third. Name the four first position vowels; the four second position; the four third position.

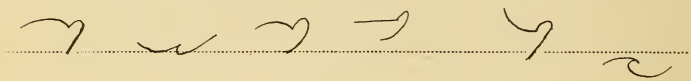
NINTH LESSON

WORDS OF TWO CONSONANTS WITH SEMICIRCLE VOWELS

87. **Manner of Writing Semicircle Vowels Between Consonants.**—We speak of semicircle vowels, but they can more properly be called hook vowels, as they are, with few exceptions, joined as a hook to the consonant, as explained in Section 30, which see.

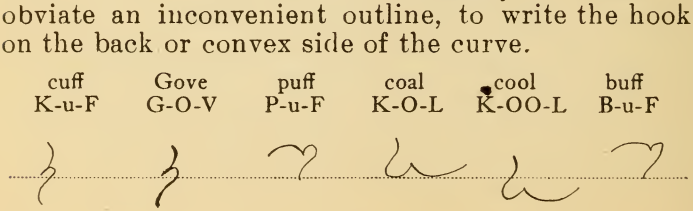
A general rule for writing the hook vowels between consonants would be: join them to the *following* consonant in the most convenient manner; it is rarely joined to the preceding consonant.

budge	Rome	poke	dock	watch	poor
B-u-J	R-O-M	P-O-K	D-o-K	W-AH-CH	P-OO-R



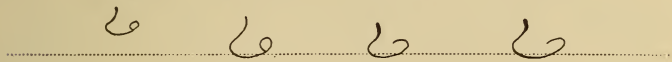
88. **Hook Vowels on the Back or Convex Side of Curves.**—In words of one consonant the hooks are turned on the inside of the curves, but in words of two or more consonants, and when one of them is a curve, it will sometimes be necessary, in order to obviate an inconvenient outline, to write the hook on the back or convex side of the curve.

cuff	Gove	puff	coal	cool	buff
K-u-F	G-O-V	P-u-F	K-O-L	K-OO-L	B-u-F



89. The combinations K-R, G-R, K-L, G-L are easily and more readily joined without a sharp angle between these letters.

cry	clay	grow	glow
K-R-I	K-L-A	G-R-O	G-L-O



90. **Hook Vowels as Semicircles Between Consonants.**—In some words the hook vowels must be expressed as a semicircle when it comes between consonants, but when this is necessary the opening of the semicircle may be to the right, left, up or down, according to convenience of joining to the consonants between which it is to be written.

The learner will experience no trouble in determining, in the few cases where it will be necessary, when to write the hook on the back of a curve or to use the semicircle in place of the hook.

cup	copy	cub	nook	look	love
K-u-P	K-o-P-i	K-u-B	N-u-K	L-oo-K	L-u-V

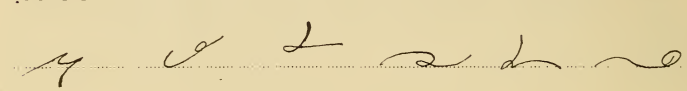
91. **Position of Words of Two Consonants with Diphthongs, Semicircle or Hook Vowels.**—The rules for writing in position words of two consonants with hook vowels are the same as those given for writing words of two consonants with circle vowels. This has been fully explained in Section 86, which see.

Of the four diphthongs I is the only one having a position—the first—and when it is the first vowel the word is written in the first position. OI, U and OU are considered seeond position vowels, and when

these are the first vowel the word is written on the line, second position.

cough	duck	book	rook	nod	loom
K-AU-F	D-u-K	B-oo-K	R-oo-K	N-o-D	L-OO-M

move	omen	guide	boil	cube	brow
M-OO-V	O-M-e-N	G-I-D	B-OI-L	K-U-B	B-R-OU



92. **Position of Words of Three Consonants.**—The rules for writing in position words of three consonants are the same as for two. If the first vowel of the word is a first position vowel, the word is written in the first position; that is, the first up (N or M) or down stroke rests above the line of writing; if a second position vowel, on the line; if a third position vowel, through the line; if the three consonants are all horizontals they are written below the line for the third position, on the line for the second, and above the line for the first.

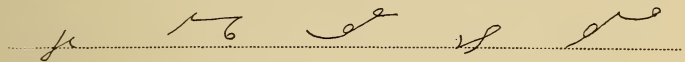
Many advanced writers make it the practice of writing all words of three consonants in the second position. In reading, the first vowel must be one of the three series, that is, a large or small circle, a large or small semicircle; thus, if it is a small circle it must be either *i*, *e* or *a*, and out of the three there is but one that will "make any sense" when read in connection with the letters following, and the same will be the case with any one of the other series.

93. **Position of Words of Four or More Consonants** —Words of four or more consonants may be written

in any position; however, to preserve lineality of writing and to give the shorthand a neater appearance, it is better to let the first up or down stroke rest on the line of writing.

The following is an illustration of words of three consonants written in position. Copy them in your note book, neatly and correctly, five times.

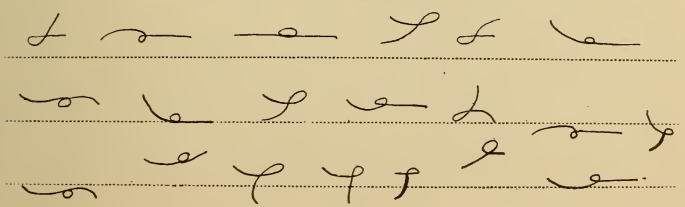
chance	modify	limit	snake	namely
CH-a-N-S	M-o-D-F-I	L-i-M-i-T	S-N-A-K	N-A-M-L-i

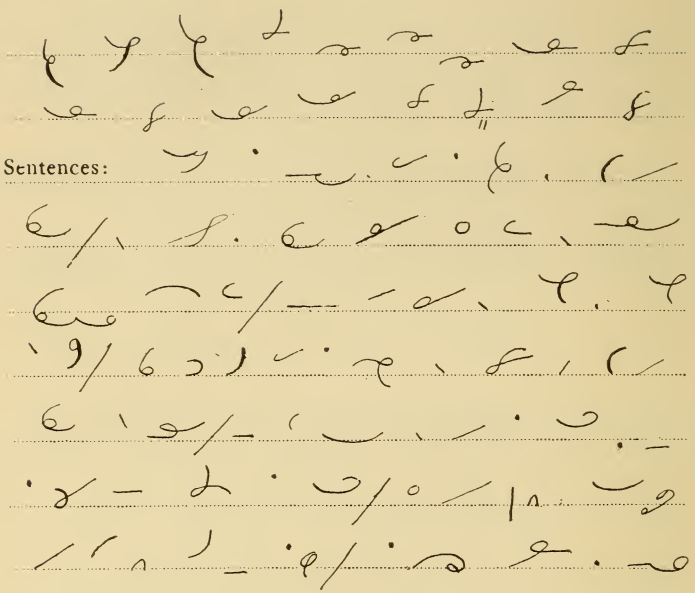


roadway	chicken	panic	sneak	dapple
R-O-D-W-A	CH-i-K-N	P-a-N-i-K	S-N-E-K	D-a-P-L

Of Course.—Of course you are copying all the illustrative words five times or more as you have been directed to do. Repeat the sound of each letter as you write it. This "spelling in shorthand" will help fix the outlines in mind which must always, at first, be written slowly and carefully. Thoroughly mastering the principles of shorthand is the first requisite; accuracy and neatly written outlines are second. Remember this in copying the following reading exercise.

To be read and copied five times





Writing Exercise.—The writing exercise of this lesson will be found in the Budget of Writing Exercises under the ninth lesson.

Questions for Review—Ninth Lesson

(87) What name may we sometimes give to the semicircle vowels? How are the semicircle vowels generally joined to consonants? (88) For what purpose are the hook vowels sometimes turned on the back of a curve? (89) How are the combinations K-K, G-R, etc., joined? (90) When it is necessary to use the semicircle instead of the hook vowel does it matter in which direction it opens? (91) Which of the four diphthongs has a position and what is the position? When OI, U or OU is the first vowel in the word in what position is the word written? What is the rule for writing in position words of three consonants? *Ans.* The first

up or down stroke of a word in the first position rests above the line; the second position, on the line; the third position through the line; if the three consonants are horizontals they are wtitten below the line for the third position. (93) When words have more than three consonants where is it best to write the first up or down stroke?

TENTH LESSON

WORD-SIGNS OF TWO CONSONANTS

94. **Position of Words of Two Consonants.**—Another list of word-signs is here presented consisting of *two consonants* written, in most cases, according to the first or some prominent vowel of the word.

Remarks on the Word-Signs.—Every system of shorthand must necessarily have a list of word-signs, and these lists must be learned; there is no getting around that. The only question is, "What is the best way or method of going about it?" The only instruction you get from other text-books is, "learn them," with no definite directions as to how to proceed. The method given below is the one that will most surely and quickly lead to the mastery of the longest list ever presented, and should be followed in every particular.

95. **The Method of Learning the Signs.**—The method of learning the signs in this lesson, and all subsequent lists, varies slightly from the method given for learning the Consonant and Arbitrary Signs, and is as follows:

Pronounce the word, spelling it in shorthand and writing it at the same time; thus, *above,* B^2-V; *affect,* F^3-K; *balance,* B^3-L, writing one whole line of each word in your note book. Trace the outlines carefully at first, but do not continue to *draw* the signs, but *write* them with that free easy movement characteristic of longhand. In writing the list concentrate all the powers of the mind upon what you

are doing; think of nothing else during the few seconds required to fill in the line with the proper sign. The filling in of a second line of the same word may be necessary, and which you can readily decide by covering up the printed sign and see if you can recall the word for which the sign stands, as directed in the fifth lesson. If you cannot do this fill in a *second,* and perhaps a *third line* may be necessary. This method of practice should be continued until the signs can be written, from dictation, at the rate of fifty a minute.

96. **Notes on the Word-Signs.**—(a) Easier joinings are secured in *impossible* by writing the M more slanting than usual, and in *firm* and *familiar* and similar outlines, by writing the F nearer vertical. The slant or curvature of a stroke may often be varied considerably to secure easier joinings.

(b) **Affect and Effect.**—In order to make a clear distinction between *affect* and *effect* the F in the former word is better written by beginning the F on the line, as shown in copy.

(c) **N Shortened.**—N, as in *enclose, enlarge, never* and *knowledge,* may often be written much shorter than usual; this will apply to N written in words of full outline as well as in word-signs.

(d) For convenient reference the first word under each alphabetical letter begins with a capital and is printed in full face type.

97. WORD-SIGNS OF TWO CONSONANTS.

Above, B^2-V

affect, F^3-K

ask, S^2-K

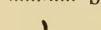
Balance, B^3-L

become, B^2-K

because, cause, K^1-S

before, B²-F

beg, B-G²

 begin, G¹-N

begun, G²-N

began, G³-N

belong, B¹-L

bill, B²-L

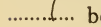
book, B-K³

 both, B-TH²

business, B²-S

Cannot, K³-N

car, K²-R

 cause, because, K¹-S

 combine-ed-ation, B¹-N

correct, K¹-R

could, K²

Desire, D-S¹

dear sir, D²-S

Effect, F²-K

enclose, N²-K

enlarge, N-J³

even, V¹-N

Familiar-ity, F³-M

 firm, F²-M

form, F¹-R

 forever, F²-V

 from, F²-R

Gave, G-²V

 got, G¹-T

 Happen, P³-N

 Impossible-bility, M¹-P

 infer-ed, N²-F

 instant-ance, N²-S

 into, N¹-to

 Lengthen, NG²-N

 look, L³-K

 Manner, M³-R

 method, M²-TH

more, M²-R

morning, M¹-R

most, must, M²-S

move-ment, M³-V

Nothing, N²-TH

never, N²-V

nor, N¹-R

Often, F¹-N

Peculiar-ity, P-K²

public, publish-ed, publication, P²-B

Question, K²-N

quality, K¹-L

quote, K²-T

Railroad, R²-R

railway, R²-W

refer-red, R-F²

reply, R¹-P

represent-ed-ation, R²-P

regular-ity, R-G²

Says, S-S²

speak, speech, S¹-P

special-ty, S²-P

street, S²-T

subject, S²-J

suggest, S²-G

Those, thus, TH³-S

took, T-K³

Upon, P²-N

Whichever, CH²-V

work, R-K²

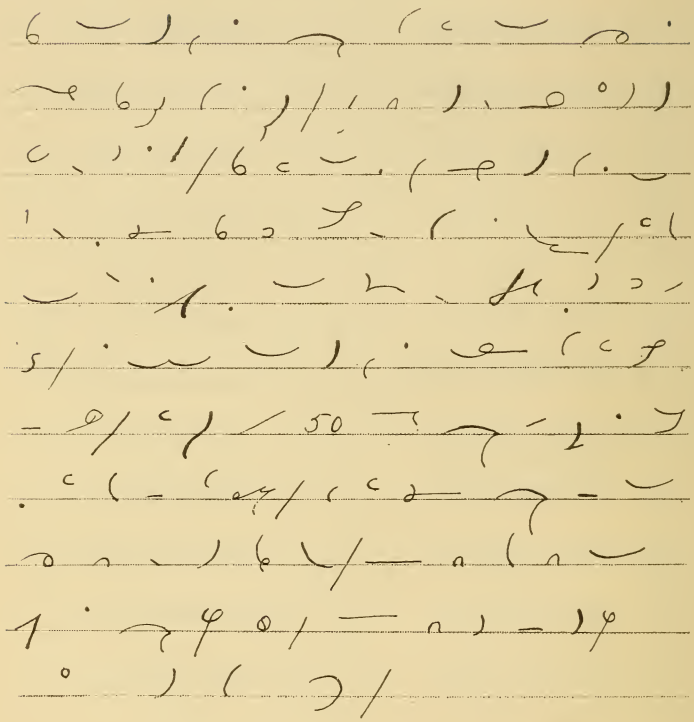
Yard, Y²-D

yes, Y²-S

young, Y²-NG

READING EXERCISE

To be read and copied five times



Writing Exercise.—See Budget of Writing Exercises, tenth lesson. You have already been instructed how to prepare your exercise for correction and the number of times you are to write it after it has been corrected.

To the Learner.—It is an excellent practice, when reading an article, to note the sign words and pic-

ture in the mind the sign by which the word is represented; learn to mentally ontline, not only word-signs, but full outlines. The word-signs must be so thoroughly learned that they can be written and read instantly, and an equal familiarity with the principles for writing words other than word-signs is necessary, and to this work you should apply yourself diligently and faithfully. You must not let indolence prevent you from giving to each exercise the required amount of practice in both reading and writing.

Questions for Review—Tenth Lesson

(94) How many consonants of the word are used for the word-signs in this lesson? (95) Give the method outlined for learning the signs. (96, a) For what purpose is the slant and curvature of a letter sometimes varied? (b) Why is it better to begin F in *affect* very near the line? (c) Is it allowable to shorten N?

ELEVENTH LESSON

PREFIXES CON, COM, COG, COUN, ACCOM, INITIAL S COMBINED WITH VOWELS.

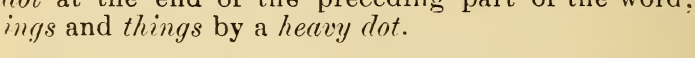
98. **Prefixes Con, Com, Cog, Coun, Accom.**—The prefixes *con, com, cog* and *coun* are expressed by placing a dot before the remainder of the word; *accom* by a heavy dot. Place the dot before you begin to write the balance of the word.

convey	compile	cognate	counsel	accompany
con:V-A	com:P-I-L	cog:N-A-T	coun:S-e-L	accom:P-a-N-i

(a) Write the part of the word following the colon close to but not touching the preceding part of the word. These directions are to be followed in all the illustrative words where the colon is used.

99. **Suffixes Ing, Thing, Ings, Things.**—The suffix *ing* and *thing* may be expressed by placing *a small dot* at the end of the preceding part of the word; *ings* and *things* by a *heavy dot*.

doing	making	having	thinking	sayings
do:ing	M-A-K:ing	have:ing	think:ing	say:ings



(a) The dot for *ing* cannot be used for words of

one syllable ending in ing; in such words the *stroke* for ing must be used, as in

ring	king	bring	sing	Ming
R-i-NG	K-i-NG	B-R-i-NG	S-i-NG	M-i-NG

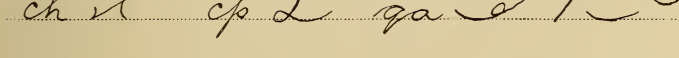
(b) When more conveniently joined S may be written with the left oblique S as in *sing*.

100 **Suffix Tion.**—The suffix *tion*, spelled differently as in the words *fashion, Grecian, evasion, ocean, notion,* etc., is expressed by SH made *one-third* its usual length.

action	fashion	occasion	nation
a-K:shon	F-a:shon	o-K-A:shon	N-A:shon

101. **Initials.**—Initials (the first letter of a name) are written in shorthand, with the exception of C, Q, X, E, and H; these letters being written in ordinary longhand, but in small script.

C. H. Smith C. P. Gale Q. A. Lane J. L. Green



102. **Numbers.**—Numbers are written with the ordinary figures with the exception of *one*, which, when standing alone, should be written with the shorthand sign; thus.....*one*.

INITIAL S COMBINED WITH VOWELS

103. **Words of Two Consonants with One Combined with Vowels.**—All the words that you have written in the preceding lessons, with the exception of the word-signs, have been made up of vowels and full consonant strokes. In this lesson you begin to abbreviate words by expressing two letters with one movement of the pen as explained in the following sections.

104. **Initial Circle Vowels on the Reverse Side of Straight Consonants.**—Writing a circle vowel, at the beginning of a *straight line* consonant, on the opposite or reverse side, that is, moving the pen in the *same direction* as the hands of a clock move, prefixes S to the vowel.

105. **Nomenclature of S Combined with Initial Circle Vowels.**—In the nomenclature, in order to distinguish the stroke consonant S from that letter combined with a vowel, the S is expressed by a small *s* immediately followed by the vowel without a dash between the two, the syllable names being as follows: *s*E, *s*A, *s*AH, for the large circle vowels, and *si, se, sa* for the small circle vowels. In pronouncing the syllables use the vowel *sound* and not the letter; thus, the *sound* of *i* as in *it, e* as in *bet, a* as in *at,* etc.

Words with this combination of consonant and vowel are written in position the same as words with but a single consonant. Pronounce, spell in shorthand, and copy the following illustrative words five times.

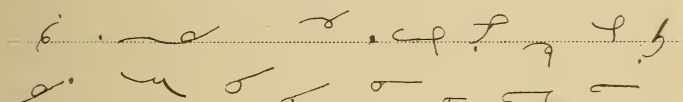
seat	seen	sage	sin	said	sash
sE-T	sE-N	sA-J	si-N	se-D	sa-SH

The nomenclature for S with the hook vowel is as follows: *s*AW, *s*O, *s*OO, for the large hook vowels, and *so, su, soo,* for the small hook vowels. In pronouncing the sylables use the vowel *sound* and not the letter; thus, the *sound* of *o* as in *lock, u* as in *luck, oo* as in *look,* etc.

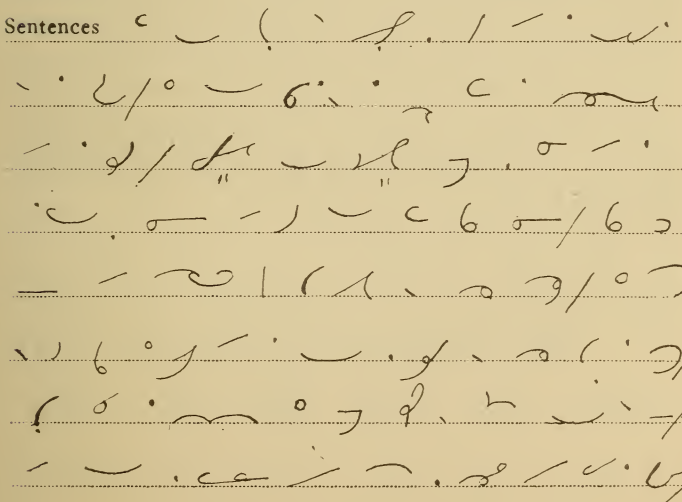
sought	sewed	some	such	soot
sAW-T	sO-D	su-M	su-CH	sOO-T

READING EXERCISE

To be read and copied five times



Sentences



Writing Exercise.—See Budget of Writing Exercises, Eleventh Lesson.

Remarks to the Learner.—Prepare your writing exercise with such care that the teacher will have to make but few corrections. The better you understand the principles of the lesson the fewer corrections you will find, and the pleasure you will experience on finding but few errors will compensate you for every earnest effort you put forth to make a "good showing" and to receive the commendation of your instructor.

Questions for Review—Eleventh Lesson

(98) How are the prefixes con, com, cog, coun expressed? Accom, how? (a) How are the parts of a word to be written with a colon between? (99) What is the suffix for ing and thing? For ings and things? (a) When there is only one syllable in the word how must ing be expressed? (100) How is the suffix shon expressed? (101) What letters, when used as initials, must be written in longhand? (102) When standing alone how must one be written? (104) When an initial circle vowel is written on the reverse side of a straight line consonant what letter is prefixed to the vowel? (105) Name the syllables with S prefixed to the large circle vowels. With the small circle vowels. (106) Name the syllables with initial S prefixed to the large hook vowels. With the small hook vowels.

TWELFTH LESSON

FINAL T AND D COMBINED WITH VOWELS

Remark.—The combining of vowels and consonants with final circles, loops and hooks is another admirable method of shortening words and adding to the spead and ease in writing.

107. **Final Circle Vowels on the Reverse Side of Straight Consonants.**—The circle vowels, including the diphthongs I and OU, written at the end of a straignt line consonant, but on the *opposite* or *reverse* side, that is, moving the pen in the same direction as the hands of a clock move, adds *t* or *d* to the vowel; the circle being made large for the long circle vowels, and small for the short circle vowels.

108. **Nomenclature of T and D Combined with Final Circle Vowels.**—In the nomenclature, in order to distinguish the strokes T and D from their combination with a vowel, are expressed as a *syllable* in connection with the vowel, the small letter or lower case *t* and *d* being used, as follows: *Et* or *Ed, At* or *Ad, AHt* or *AHd,* for the large circle vowels, and *it* or *id, et* or *ed, at* or *ad,* for the small circle vowels, as illustrated in the following words.

deed	knit	debt	mate	chat	shout
D-Ed	N-it	D-et	M-At	CH-at	SH-OUt

109. **Final Hook Vowels on the Reverse Side of Straight Consonants with Nomenclature.**—The hook vowels at the end of a straight line consonant, but on the opposite or reverse side, also adds *t* or *d* to the vowel, the same as the circle vowels. The nomenclature for these endings are as follows: *A Wt* or *A Wd, Ot* or *Od, OOt* or *OOd* for the large hook vowels, and *ot* or *od, ut* or *ud, oot* or *ood* for the small hook vowels, as illustrated below.

naught	dote	toot	Mott	jut	shoot
N-AWt	D-Ot	T-OOt	M-ot	J-ut	SH-OOt

110. **Final Circle Vowels on Curved Consonants Made Into a Loop.**—The circle vowels E, A, AH, made into a large loop, and the small circle vowels, *i, e, a,* made into a small loop at the end of a curved consonant, adds *t* or *d* to the vowel.

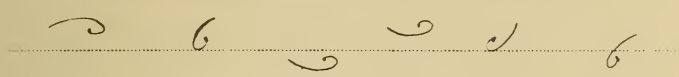
The nomenclature for this combination of vowels and consonants is the same as that on straight consonants, Section 108.

read	fade	paid	writ	let	cat
R-Ed	F-Ad	P-Ad	R-it	L-et	K-at

111. **Final Hook Vowels on Curved Consonants Ending in a Dot.**—In order to express *t* or *d* when final, and preceded by a hook vowel on a curved consonant, it is necessary to terminate the hook in a final dot; this is easily accomplished by a slight pressure of the pen on the paper the instant the hook is written and before the pen is removed from

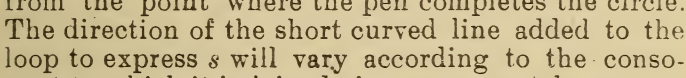
the paper. The nomenclature is the same as that on straight consonants, Section 109.

bought	vote	loot	lot	cnt	foot
B-AWt	V-Ot	L-OOt	L-ot	K-ut	F-oot



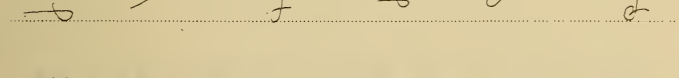
112. **S Added to Final Circle Vowels on the Reverse Side of Straight Line Consonants.**—In adding *s* to a final circle vowel on the reverse side of a straight line consonant, the circle is made into a loop and the S added by simply extending the line from the point where the pen completes the circle. The direction of the short curved line added to the loop to express *s* will vary according to the consonant to which it is joined; it may even take an upward turn as in *chats,* or a backward turn as in *dates.*

dates	meets	shades	tides	cheats	shouts
D-At-S	M-Et-S	SH-Ad-S	T-Id-S	CH-Et-S	SH-OUt-S



113. **S Added to Final Hook Vowels on the Reverse Side of Straight Line Consonants.**—To final hook vowels on the reverse side of straight consonants to add *t* or *d,* add S by writing that letter (S) in any direction the most convenient.

jots	toads	notes	moods	shuts	juts
J-ot-S	T-Od-S	N-Ot-S	M-OOd-S	SH-ut-S	J-ut-S



114. **S Added to Loops on Curved Consonants.**—

To a loop on a curved consonant to express *t* or *d* add S by simply extending a short curved line from the point where the pen completes the loop; it will sometimes take a backward turn as in *waits,* or an upward turn as in *fates.*

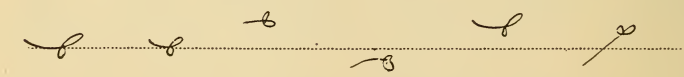
waits	fates	pads	leads	gets	writes
W-At-S	F-At-S	P-ad-S	L-Ed-S	G-et-S	R-It-S

115. **S Added to Hook Vowels on a Curved Consonant Ending in a Dot.**—Terminating a final hook vowel on a curved consonant in a dot (Section 111) to express *t* or *d*, S is added by enlarging the dot—making it heavier; but this distinction to imply S is seldom if ever necessary as the context is sufficient to determine whether S is to be added or not.

pots	boats	votes	loads	yachts
P-ot-S	B-Ot-S	V-Ot-S	L-Od-S	Y-ot-S

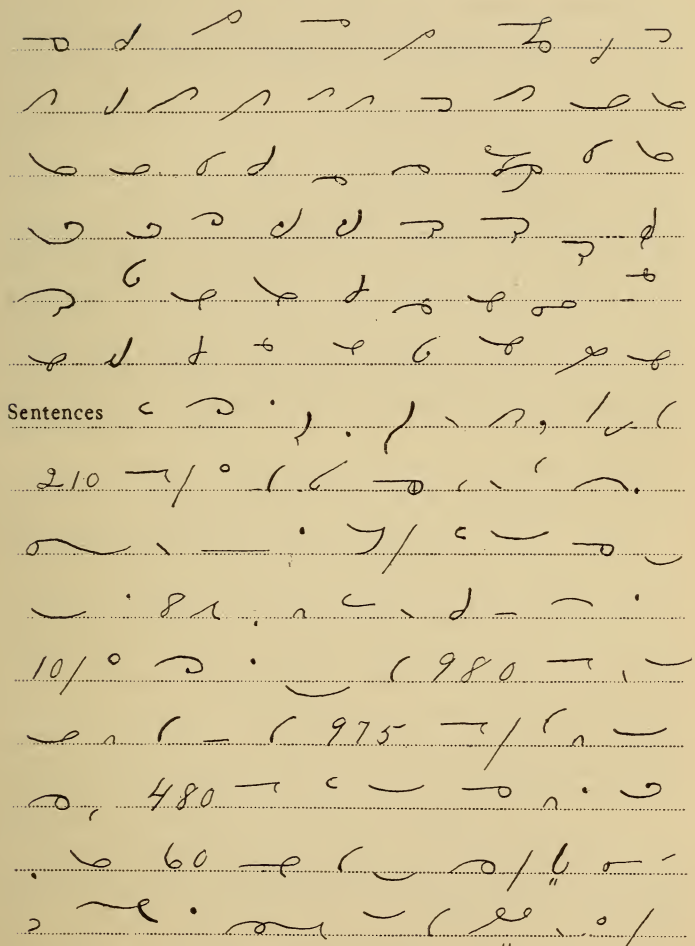
116. **Final ly and i Added to Loops.**—Words ending in a loop to express a vowel with a final *t* or *d*, add *ly* or *i* by turning a small circle (the vowel *i*) on the opposite side.

lately	ready	tidy	badly	lightly	madly
L-At-ly	R-ed-i	T-Id-i	B-ad-ly	L-It-ly	M-ad-ly



READING EXERCISE

To be read and copied five times.



Writing Exercise.—See Budget of Writing Exercises, Twelfth Lesson.

Remarks to the Learner.—If you should hire a man to make you a desk and in due time he should bring you something that did not look any more like a desk than a piano looks like a violin, you would quite likely say to him, "You don't know how to make a desk; you don't know your business." So, if a friend should ask you, "Can you write shorthand?" and you would say, "Yes, as far as I have learned the art," and he would then ask you to give him a specimen of your last lesson, and when it was shown him it proved to be very far from being a proper illustration of the principles, that the exercise was full of errors, he would probably say, "You don't know your lesson." Do you wish to avoid this embarrassing position? Well, you know how it can be done.

Questions for Review—Twelfth Lesson

(107) A final circle vowel written on the reverse side of a straight line consonant adds what two letters to the vowel? (108) Give the syllable name of the final large circle vowels written on the reverse side of straight line consonants. The syllable name of the small circle vowels. (109) Give the syllable name of the final large hook vowels written on the reverse side of straight line consonants. The small hook vowels. (110) How are T and D added to final circle vowels on curved consonants? (111) How are T and D added to final hook vowels on curved consonants? (112) How is S added to final loops? (113) How is S added to final hooks on the reverse side of straight line consonants? (114) How is S added to a circle vowel made into a loop? (115) If it is ever necessary, how may S be added to hooks ending in a dot? (116) How are *ly* and *i* added to final loops?

THIRTEENTH LESSON

PHRASE-WRITING.

117. **Definition of Phrase-Writing.**—Many of the word-signs, because of their frequent recurrence, are joined; this is called phrase-writing. As three words joined can be written as quickly as two words disjoined, the practice of phrase-writing should be commenced at an early stage of your shorthand course and continued until you have formed the habit of joining the proper words as readily as they would be written separately.

118. **Simple Phrase-Signs.**—The simplest phrase signs are made up of the common word-signs joined, but short words written in full may also be used in connection with the word-signs.

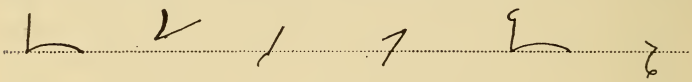
119. **Position of Phrase-Signs.**—The first word of a phrase is written in its own position, the others following without regard to position; however, to add somewhat to legibility, the first word of a phrase may be written farther from or nearer to the line in order to bring the second word in its proper position also, and N for the word-sign "in" may be written shorter than the standard form for that letter as in the phrase-signs *in-which, in-charge.*

120. **Method of Learning the Phrase-Signs.**—The method of learning the phrase-signs is the same as that given for learning the word-signs. Each phrase should be written, in your note book, six or eight times, speaking the words of the phrase at the time

of writing, and this practice should be continued until they can be written, without hesitation, and as quickly as they would be spoken by a good reader. The following is an illustration of phrase writing.

I-am we-can give-you in-which has-been

shall-be give-him which-is in-charge we-shall-be to-this



121. NOTES ON THE PHRASE-SIGNS

(a) **He and Should.**—When standing alone *he* and *should* are written *upward,* but in a phrase for the purpose of better joining, may be written upward or downward.

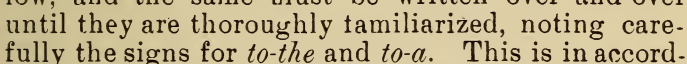
he-will should-he he-is should-be he-was

(b) **The, Joined.**—In order to join the frequently recurring word *the* it is necessary to change its form to that of a tick, a *very short line,* written in any slanting direction, upward or downward, to the *preceding* word; the direction of the tick being the one that makes the sharpest angle. When preceded by F or V it is more easily written by giving it a slight curve. Where it is not convenient to join the tick to the preceding word it will be necessary to write it by its own sign, a dot above the line.

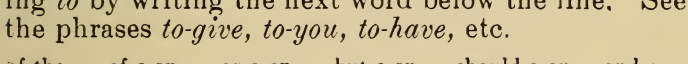
for-the have-the give-the do-the in-the will-the

(c) **A, An, And, Joined.**—The sign for *a, an, and,* is a short *horizontal* tick joined to the *following* word, and always takes the position of the word to which it is joined. When it is not convenient to join the tick, the words must be written by their own sign, a dot on or below the line. These ticks are *prefixed* to the dash word-signs as illustrated below, and the same must be written over and over until they are thoroughly familiarized, noting carefully the signs for *to-the* and *to-a*. This is in accordance with a reporting principle of frequently implying *to* by writing the next word below the line. See the phrases *to-give, to-you, to-have,* etc.

of-the of-a-an or-a-an but-a-an should-a-an and-a-an

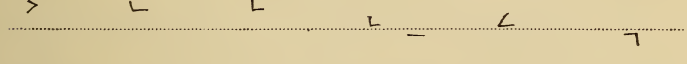


and-the to-the to-a to-give to-you to-have



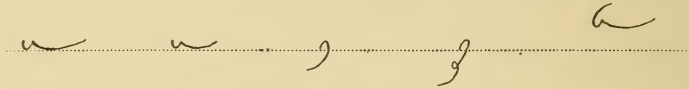
(d) **Is, As, His, Has, Self, Us, Joined by S.**—The words *is, as, his, has, self* and *us* may be joined to any word-sign by adding S, using the right or left oblique (slanting) S according to convenience of joining, as illustrated below. *Selves* may be joined by two S's, called double S.

of-his his-is myself give-us it-has ourselves



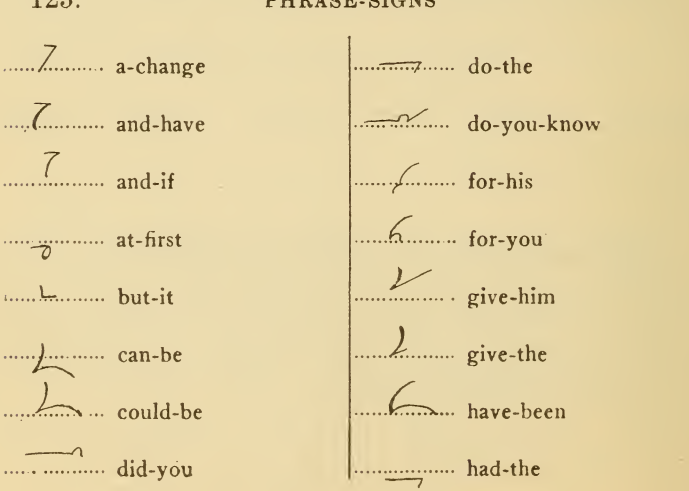
(e) **The Word-Sign "You" Inverted.**—In a phrase-sign, when more conveniently joined, *you* may be reversed, and occasionally expressed as a hook, either initially or between words. No difficulty will ever be experienced in determining whether the sign is to read as a short hook vowel or the word "you". Note carefully illustrations below.

your-letter you-are you-can your-check if-you-will



122. **A Short List of Phrase-Signs.**—The following list of phrase-signs are simply words joined according to the principles of phrase writing presented in this lesson. Copy the signs as many times as may be necessary to enable you to write them readily, neatly and correctly from dictation.

123. PHRASE-SIGNS



have-you-been

he-did

I-am-sure

I-can

I-did

I-have

I-will

in-each

in-the

it-is

may-have

may-have-been

shall-be

should-have

they-will

they-will-be

to-him

 to-you

 to-go

to-have

was-it

was-the

we-have-your-letter

you-do

you-have

your-letter

you-shall

you-will

you-will-be

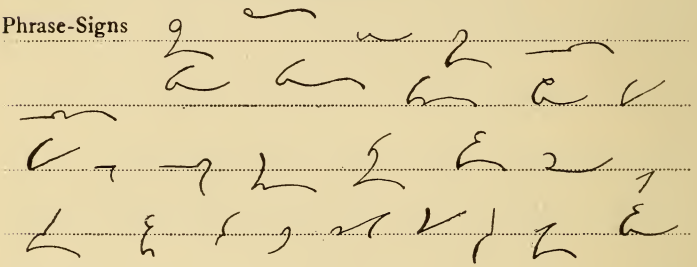
Writing Exercise.—The above is a very short list of phrase-signs compared with the words that you will join in your future practice. The writing exercise contains a longer list, the shorthand signs for which you are to fill in for correction, and after they have been corrected you are to copy them as many

times as may be necessary to enable you to write them quickly from dictation. Extended remarks will be found in the Budget under Thirteenth Lesson.

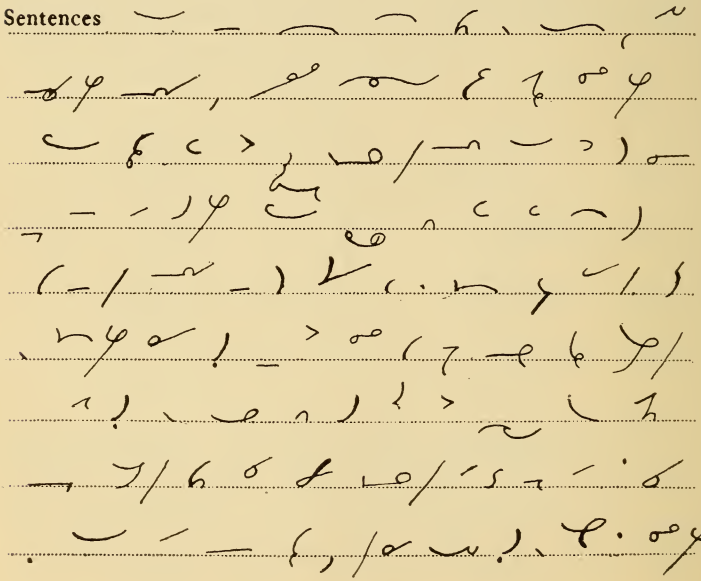
READING EXERCISE

To be read and copied five times

Phrase-Signs



Sentences



To the Learner.—The necessity of a thorough understanding of every principle presented in each advanced lesson cannot be urged too strongly. The experience of Charles Dickens, as given in his own language in "David Copperfield," will be the experience of every learner of shorthand who only half masters the principles. It will be as impossible to make satisfactory progress in the art without thoroughly understanding the principles presented in each lesson, as it would be for a workman to build a house without the material to build it with.

Questions for Review—Thirteenth Lesson

(117) What is phrase writing? (118) What are the simplest phrase-signs? (119) Where is the first word of a phrase written? What is said about the word-sign "in" when joined? (121, a) How are *he* and *should* written when standing alone? (b) How is "the" joined to a word-sign? To which word is it joined? (c) How are the words *a, an, and* joined? To which word are they joined? In what way may *to* be implied? (d) What six words may be joined by S? (e) How may "you" be written?

FOURTEENTH LESSON

LENGTHENING

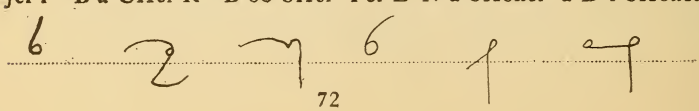
124. **The Principle of This Lesson.**—In this lesson is presented the principle of lengthening—doubling the length of some of the consonsnts to add other letters and syllables, but those which are added are not always the same letter or syllable, but those which most frequently follow the letter which is lengthened.

125. **Letters Lengthened to Add L.**—The following letters are lengthened to add *l* to the letter that is lengthened: J, CH, SH, F, V, K, G, Z, and the right-hand vertical S. The lengthening principle is also used in words where a slightly sounded vowel comes between the letter which is lengthened and the *l*, but long vowels and diphthongs must be written, in which case the L must be written with its regular sign.

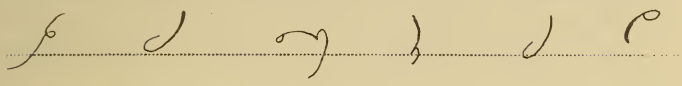
126. **SH Lengthened for "tional".**—Lengthening SH also implies *tional* (pronounced shonel), as in *national* and *additional*.

127. **Names of the Letters Lengthened to Add L.**—The names of the letters lengthened to add *l* are as follows: *Jel, CHel, SHel, Fel, Vel, Kel, Gel, Sel, Zel* and *SHonel*.

jelly	bachelor	bushel	flee	national	additional
Jel-i	B-a-CHel-R	B-oo-SHel	Fel-E	N-a-SHonel	a-D-i-SHonel

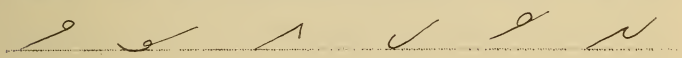


fickle	glow	apostle	zealous	slow	evil
F-i-Kel	Gel-O	a-P-o-Sel	Zel-u-S	Sel-O	E-Vel



128. **M Lengthened.**—Lengthening M about one-half expresses MN and MM with a short vowel between the two consonants as in *Min, Men, Man, Mon, Mun, Mim, Mem,* etc., but a distinctly sounded long vowel or diphthong must be inserted, as in *mean, main, mine, moan.*

many	remain	mention	omen	mean	moan
Men-i	R-e-Men	Men-shon	O-Men	M-E-N	M-O-N



129. **NG Lengthened.**—Lengthened NG expresses the sound NK as in *bank, tank,* etc., and is pronounced by prefixing to the NK sound the vowel preceding as illustrated below.

sink	junk	lank	bank	pink	crank
S-iNK	J-uNK	L-aNK	B-aNK	P-iNK	K-R-aNK

130. **W Lengthened.**—Lengthened W expresses *wh* as illustrated in the words below. The syllable name (the nomenclature) of W lengthened is WH, speaking both letters as you do for SH, TH, etc.

wheel	whale	whine	whence	whimsy
WH-E-L	WH-A-L	WH-I-N	WH-e-N-S	WH-i-M-Z-i

131, **Left-Hand Vertical S Lengthened.**—Lengthening the left-hand vertical S to the length of B or L expresses the tripple consonants *str*, with or without a short vowel between the *s* and *t*. The syllable name of this combination is *Ster*.

strap	faster	Chester	string	strong
Ster-a-P	F-a-Ster	CH-e-Ster	Ster-i-NG	Ster-AW-NG

132. **M Double-Length to Add P or B.**—Making M about double its usual length adds *p* or *b* to M. The syllable name is indicated by prefixing the vowel to the lengthened M and adding *p* or *b* as illustrated below.

employ	empower	lump	vamp	embezzel
eMp-L-OI	eMp-OU-R	L-uMp	V-aMp	eMb-Zel

133. **D Lengthened.**—Lengthening D about one-third at the *beginning* of a word expresses *det* or *ded*.

detach	debtor	detail	deduct	dedicate
Det-a-CH	Det-R	Det-A-L	Ded-u-K-T	Ded-i-K-At

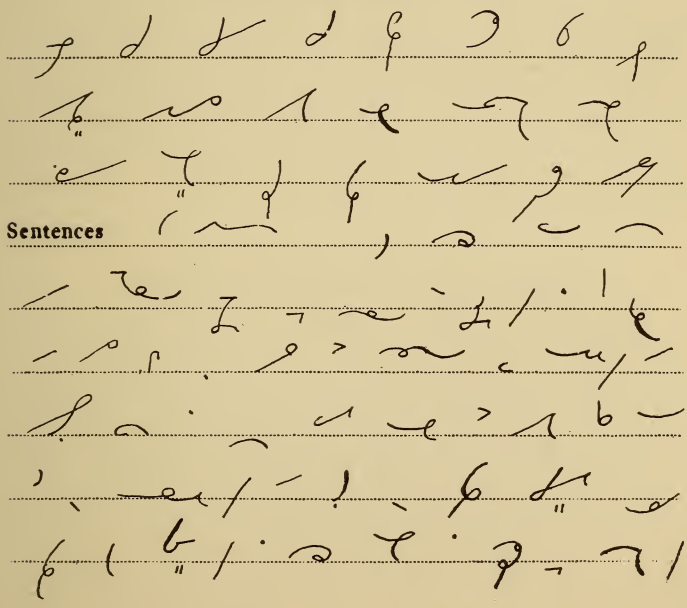
134. **Tual.**—Words ending in *tual*, pronounced nearly like *chual*, are expressed by lengthening CH, the syllable name being *CHel*.

actual	effectual	mutual	ritual
a-K-CHel	e-F-K-CHel	M-U-CHel	R-i-CHel

135. In writing a downward double length consonant in the first or second position it will be necessary to begin the letter farther above the line than for a full length consonant. For the first position it is well to begin the letter just at the lower edge of the line above.

READING EXERCISE

To be read and copied five times



Writing Exercises.—The writing exercises will be found in the Budget of Writing Exercises, Fourteenth Lesson.

Remarks to the Learner.—Do not get the impression that you can learn shorthand by simply "glancing over the lesson," that the principles will in some way become fixed in mind without effort on your part; if you do you will be disappointed, for you will find that you will have the work to do over again, providing you did not thoroughly master the principles as they were presented. Take this lesson as an illustration and note what is to be done. Repeat over again and again what letters are lengthened to add *l*; what is added to NG by lengthening; left-hand vertical S lengthened expresses what three letters, and so on with all the letters that are lengthened. It only requires a comparatively short time to fix these principles in mind, but just as important and necessary is the illustrating of these principles in much writing, and here we ask, "Are you doing this?" If not, whose fault is it? Do not blame your teacher; he can only direct. The real work must be done by the learner.

Questions for Review—Fourteenth Lesson

(124) What principle is presented in this lesson? (125) What letters are lengthened to add *l*? What form does S take to add *l*? *Ans.* It is written vertical [straight up and down] and lengthened. If a distinct vowel sound comes between the lengthened letter and the *l* how must these letters be written? (126) In addition to the *l* what syllable is added to SH lengthened? (127) Give the syllable name of the letters lengthened to add *l*. (128) Lengthening M about one-half expresses what letters? *Ans.* M and N or M and M with any short vowel between; but if it is a long vowel the letters must be written in full. (129) Lengthening NG adds what letter to NG? (130) Lengthening W adds what

letter to W? (131) What three letters does the left-hand vertical S express? Give the syllable name of the three letters expressed by this sign. (132) Lengthening M about double its usual length adds what two letters to M? (133) What two syllables are expressed by lengthening D about one-third? How is the syllable *tual* expressed? *Ans.* By lengthening CH to add *l*, a syllable sounding nearly like CHel. (135) What is said about double length consonants of the first and second position written downward?

FIFTEENTH LESSON

WORD-SIGNS OF ONE CONSONANT STROKE WITH VOWELS, AND LENGTHENED CONSONANT WORD-SIGNS.

Remark.—In this lesson is presented a list of word-signs made up of one consonant with vowels, together with a few word-signs of lengthened consonants. The ease of learning the list is apparent by noticing that, with rare exceptions, the sign for the word is represented by the first two or three letters of the word, and in most cases the position is determined by the first vowel.

136.—**Method of Learning the Signs.**—The simple and easy method of learning the word-signs has already been given, but the necessity of having a system, a method of learning the signs, we here repeat it: First, pronounce the word, then spell it in shorthand and write the sign at the same time; thus, *about,* a-B^3, writing a whole line in your note book of that one word, to be followed by *acknowledge-d,* a-K^3, pronouncing, spelling and writing a whole line of each word until one column is finished, then cover the printed words with a slip of paper, reverse the process by first spelling the shorthand sign then pronouncing the word for which the shorthand sign stands; thus, a-B^3, *above;* a-K^3, *acknowledge;* a-D, *advertise-ed-ment,* and so on with all the signs in the column, over again and again until the proper word for the sign can be spoken without hesitation.

If you find it necessary to remove the slip fre-

quently in order to ascertain what word the sign represents is evidence that further practice in writing the list is necessary, and you should go over them again, or as many times as may be necessary to enable you to speak the proper word for the sign as soon as you see it.

137. **Notes on the Word-Signs.**—(a) The word-signs *somewhat, whoever, whatever* and *herewith* are formed by simply joining the two words of which they are composed.

(b) *Usually and equally* would be expressed by adding the vowel *i* to these words.

(c) *Con, com, cog, coun* as prefixes, and *ing* as a suffix means the expressing of these syllables by a dot.

(d) When joined to a vowel N and M (up strokes) are more easily written by giving more than the ordinary slant to N and M.

(e) Note that a double length consonant written downward in the first position is better written by placing the pen just at the lower edge of the line above, or it may even begin a trifle above that line; and double length letters in the second position may extend just below the line of writing; see *equal, fall, follow,* first position, and *fellow, usual, history,* second position.

(f) Before beginning to learn the word-signs presented in this lesson make up your mind that you are going to learn them perfectly; there are but ninety signs and you should keep to your task until you can write them, from dictation, neatly and correctly, in three minutes.

(g) For convenient reference the first word under each alphabetical letter begins with a capital letter and is printed in full face type.

138. WORD-SIGNS OF ONE CONSONANT STROKE WITH VOWELS, INCLUDING LENGTHENED CONSONANTS.

About, a-B[3]

acknowledge-d, a-K[3]

acquire, a-K[3]-I

advertise-ed-ment, a-D[3]

after, half, a-F[3]

afternoon, a-F[3]-OO

agent, A-J[2]

allow, a-L[3]-OU

also, AW-S[2]

although, AW-TH[3]

any, N[2]-i

anything, N[2]-i-ing

arrange-ed-ment a-R[3]-A

arrive-ed-al, a-R[3]-i

assure, a-SH[3]

aware, a-W[3]-a

Beauty, B[2]-U

body, B[1]-o

Care, K[3]-a

collect, Kel[2]

conclude, con-Kel[2]

Doctor, D[1]-o

done, D[2]-u

down, D[2]-OU

due-ly, D[2]-U

during, D[2]-U-ing

Equal-ed, E-Kel[1]

every, V[1]-i

everything, V[1]-i-ing

Fall, fill, Fel[1]

favor-ed, F[2]-A

fell, Fel[2]

fellow, Fel[2]-O

follow, Fel[1]-O

forenoon, F²-O

full-y, Fel³

Glad, Gel³

Half, after, a-F³

her, e-R²

herewith, R¹-with, joined

highly, I-L¹-i

hope, O-P²

history, i-Ster²-i

Immediate-ly, i-M¹-i

influence, N²-Fel

I-will, I-L¹

Jury, J³-OO

Like, L¹-I

little, L¹-it

Man, Man²

men, Men¹

memory, memorandum, Mem²-O

Name-ed, N²-A

Object, o-B¹

one, OO-N³

opposition, o-P¹-O

Position, P²-O

power, P²-OU

part, particular, P³-AHt

Return, R²-et

regard, R¹-e

Sell, Sel²

some, su-M²

soon, soo-N³

somehow, su-M²-OU

something, su-M²-ing

somewhat, su-M²-"what"

strong, strength, Ster²

such, su-CH²

Take, T²-A

that, TH³-a

them, TH²-e

thousand, TH[3]-OU

told, T[2]-O

Under, u-N[2]

usual-ly, Shel[2]

Value, Vel[3]

very, V[2]-e

Whatever, "what"-V[1]

when, e-N[2]

whenever, "when," V joined

where, W[2]-a

wherever, "where," V joined

while, I-L[1]

whoever, "who," V joined

wish-ed, i-SH[1]

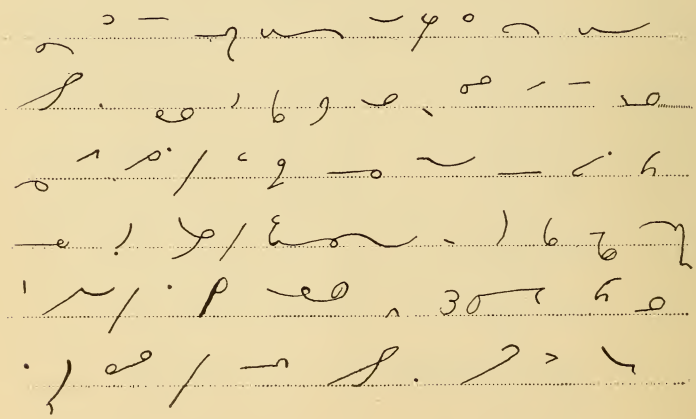
without, TH[2]-OU

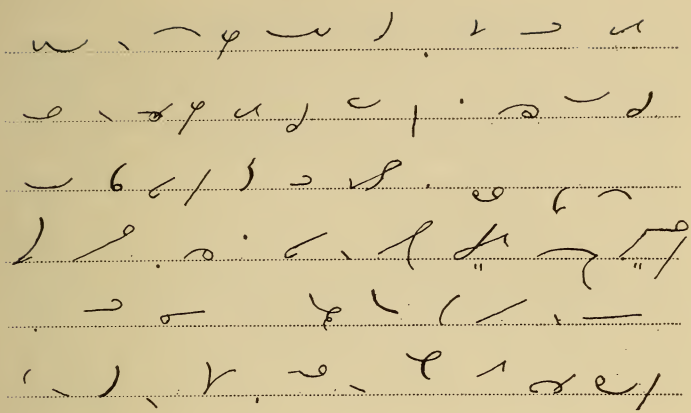
woman, OO-Man[2]

women, OO-Men[1]

READING EXERCISE

To be read and copied five times





Writing Exercise.—See Budget of Writing Exercises, Fifteenth Lesson.

To the Learner.—It is estimated that about six hundred words make up ninety per cent of the words used in ordinary correspondence. Whether this estimate is correct or not, it is true that a very large part of all words written in shorthand are word-signs, and for this reason it is *absolutely necessary* that the signs be learned perfectly. As this is a lesson made up wholly of word-signs it is a proper place to make this fact emphatic and impress upon you the necessity of becoming so familiar with the signs that you can write them, from dictation, in three minutes without a single error.

Are you pursuing the method outlined for learning the signs? If you are, two or three hours' practice, good, hard, patient, faithful work should enable you to write every word without hesitation. This does not mean that you are to put in this time in continuous practice, but if you can, so much the better.

Questions for Review—Fifteenth Lesson

Give, in your own language, the method outlined for learning the signs. How are some of the word-signs formed? *Ans.* By joining two word-signs as in "somewhat," "whoever," etc. (137, b) How would "usually" and "equally" be written? (c) What four prefixes are expressed by a dot? How is *ing* as a suffix expressed? (d) When a vowel is joined to N and M how may the ease of writing be increased? (e) At what point may the pen be placed when writing downward a double length consonant of the first position? Where may a double length of the second position end? *Ans.* Just below the line of writing.

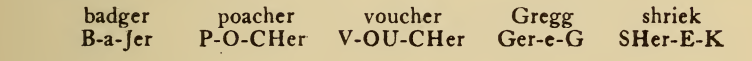
SIXTEENTH LESSON

SHORTENING.—PHRASE-SIGNS

139. **The Principle of this Lesson.**—Another principle of abbreviation is that of shortening—making some of the consonants one-half their usual length to add R to the letter shortened. This shortening principle enables us to write long words with outlines but little longer than those for short words.

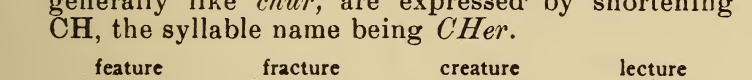
140. **Letters Shortened to Add R and Syllable Name.**—The letters which are shortened to add R are the following; J, CH, SH, V, G. The syllable names of the letters shortened are: *Jer, CHer, SHer, Ver, Ger.*

badger	poacher	voucher	Gregg	shriek
B-a-Jer	P-O-CHer	V-OU-CHer	Ger-e-G	SHer-E-K



141. **Ture.**—Words ending in *ture,* pronounced generally like *chur,* are expressed by shortening CH, the syllable name being *CHer.*

feature	fracture	creature	lecture
F-E-CHer	F-R-a-K-CHer	K-R-E-CHer	L-e-K-CHer



142. **Ed, Ded, Ted.**—The syllables *ed, ded, ted,* terminating words, are expressed by shortening T,

that is, making that letter about one-fourth its usual length.

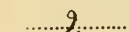
waited	loaded	mended	wasted	heated
W-A-Ted	L-O-Ded	Men-Ded	W-A-S-Ted	H-E-Ted

143. **Short List of Words Written in Full.**—The following is a short list of frequently recurring words written in full. They are not word-signs, neither are they to be learned as such, but recurring frequently in any kind of dictation it is well to write them over a number of times in order to become perfectly familiar with the outline and position.

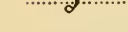
(a) Two of the words in the list below are word-signs formed from the shortening principle, *larger,* Jer^3, and *great,* Ger^2, and *this* is better written on the line to readily distinguish it from *these,* written above the line.

(b) The half-length letters of the third position are more conveniently written by placing the pen on the line and letting the consonant extend below the line of writing, as in *agree* and *larger.*

LIST OF FREQUENTLY RECURRING WORDS WRITTEN FULL

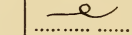
 again, a-G^3-N

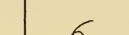
 agree, a-Ger^3-E

 any, N^2-i

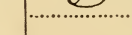
await, a-W^3-At

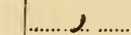
doubt, D^2-OUt

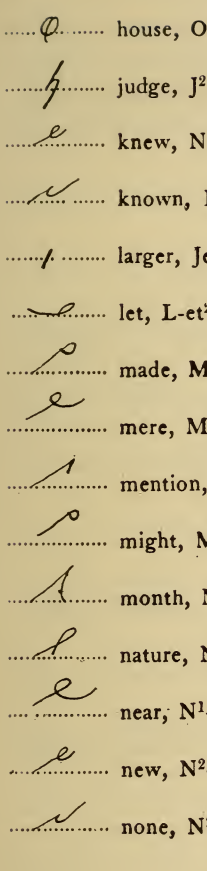
 dear, D^1-E-R

 fail, F^2-A-L

feel, F^1-E-L

 great, Ger^2

 high, H-I^1



SPECIAL PHRASE-SIGNS

144. **We, With, Were, Joined as a Hook.**—When it is not convenient to express *we, with, were* by a semicircle joined at an angle, they are written as an initial hook to the following word, but when so written they must occupy their proper position,

above the line for *we* and *with* and on the line for *were*.

(a) In order to distinguish *with me* from *with him* it is necessary to reverse the sign for *with* in the phrase *with him* ....., and *with our* is written below the line .....

we will we are we did we know we may

with me with my with it with him with our

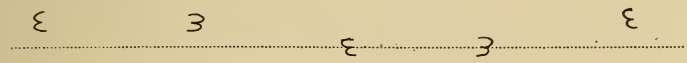
were not were it were it not there were not

145. **Position of I, We, You when Joined to Did, Do, Had.**—When the pronouns *I*, *we* and *you*, beginning a phrase, are joined to the word-signs *did*, *do*, *had*, these pronouns must take the position of the word to which they are joined. The above is the only exception to the rule that the first word of a phrase is written in its own position.

you did I do we had we do I had you had

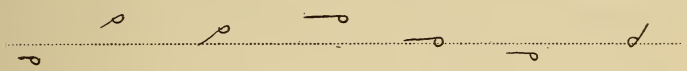
146. **Joining the Semicircle Word-Signs.**—Repeat- a right or left-hand semicircle word-sign adds to the sign repeated another semicircle word-sign.

we were what would were we would we with what



147. **It, Expressed by a Final Vowel.**—In the seven phrase-signs given below, *it* is expressed by the final vowel *i* turned on the reverse side of the straight line word-signs; this is in accordance with the principle of implying *t* and *d* as illustrated in Section 107, which see.

at it in it know it did it do it had it which it



148. **What and Would Joined by a Final Hook.**—The semicircle word-signs *what* and *would* are joined as a final hook, written on the reverse side of the word-signs *of, to, or, but, he, it,* and the horizontal tick for *and*. This is in accordance with the principle of implying *t* and *d* as illustrated in Section 109, which see.

of what to what or what but what

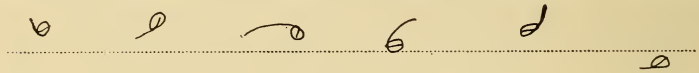
he would [upward] it would and what and would

149. **All and Our.**—The frequently recurring

words *all* and *our* may be expressed in a phrase by joining to a word-sign the vowel AW for *all* and the diphthong OU for *our*.

by all at all of all to all for all in all

of our in our by our for our give our at our



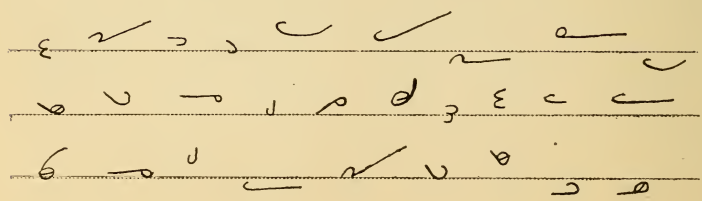
150. **The Phrase May-be.**—The principle of doubling the length of M (Section 132) to add *b* to *m* is used as a special phrase for *may be*.

we may be I may be you may be they may be

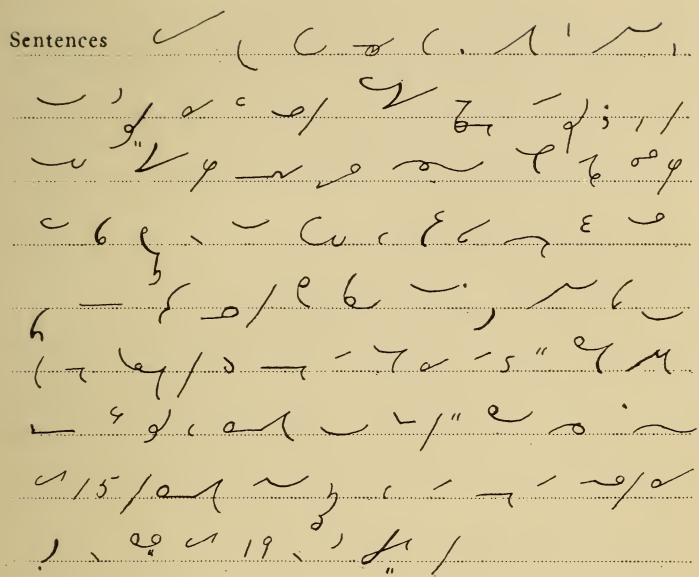
Note.—The special phrase-signs of this lesson must be memorized the same as if they were a list of word-signs, and to this end it will be necessary to write them over many times and the words represented by the sign pronounced at the time the sign is written.

READING EXERCISE

To be read and copied five times.



Sentences



Writing Exercise.—See Budget of Writing Exercises, Sixteenth Lesson.

To the Learner.—The copying of every illustrative word at least five times—ten times would be better—must not be neglected. Familiarity with, and skill in tracing every new outline is absolutely necessary. Beginners are sometimes in the habit of writing the easy combinations the designated number of times, but "skip" the more difficult ones; this is not as it should be, but every outline, whether difficult or not, should be written many times.

Questions for Review—Sixteenth Lesson

(139) What principal of abbreviation is presented in this lesson? (140) Name the letters shortened to add R. Give the syllable

name. (141) What is the syllable name of words ending in *ture?* (142) How are the syllable names *ed, ded, ted* expressed? (143, a) What is the word-sign for "larger"? For "great"? (144) What three words are somtimes joined as a hook? (a) How is the word-sign "with" written when joined to "him"? *Ans.* Reversed, opening to the left. In what position is the phrase "with our" written? *Ans.* Below the line. (145) What is said about the pronouns *I, we, you* when joined to *did, do, had?* *Ans.* The pronouns must take the position of *did, do, had.* (146) Repeating a semicircle word-sign adds what? *Ans.* Some other semicircle word-sign. (147) How may *it* be expressed on a straight line consonant? *Ans.* By reversing the vowel *i* at the end of a straight line. (148) *What* and *would* are expressed by a final hook on what seven word-signs? (149) In a phrase how may *all* be expressed? By what diphthong may *our* be expressed? (150) How is the phrase *may be* expressed?

SEVENTEENTH LESSON

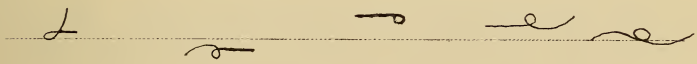
LIGHT CONSONANTS SHADED, SHADED AND LIGHT TICKS.

PHRASE-SIGNS.

151. **Light Consonants Shaded.**—Another modification of some of the consonants to secure brevity is that of shading some of the light consonants to add another consonant, but the letter which is added by the shading is not one uniform letter, but, as in the case of all letters modified, the one which most frequently follows the letter.

152. **T, D, P, B, Shaded to Add L.**—Shading T, D, P, B adds *l* to these letters. The syllable names of the strokes shaded are *Tel, Del, Pel, Bel.* There is frequently a short vowel between the letters shaded, but a long vowel or diphthong must be inserted, as in *deal* and *bail.*

kettle	paddle	delight	deal	bail
K-e-Tel	P-a-Del	Del-It	D-E-L	B-A-L



play	label	fable	apple	hobble
Pel-A	L-A-Bel	F-A-Bel	a-Pel	H-o-Bel

153. **R and L Shaded to Add T and D.**—Shading R and L adds *t* or *d* to these two letters. The no-

menclature of these letters shaded are spoken as one syllable; thus, *art, ard, elt, eld,* according to th letter implied by the shading.

court	hard	wild	old	colt
K-O-art	H-AH-ard	W-I-eld	O-eld	K-O-elt

Note.—The shading of P, B, T, D, R and L is easily done by turning the penholder to the left, giving it a rolling movement with the thumb, just enough to bring the point of the pen flat upon the paper, it is then in a position to readily shade a line drawn to the right. This movement is not necessary when writing with a pencil as all that is required is a little firmer pressure in making the shaded line.

154. **Shading TH to Add R.**—Shading the consonant stroke TH adds *r*, and when pronounced as a syllable is called *THer*.

father	whether	mother	throw
F-AH-THer	WH-e-THer	M-u-THer	THer-O

155.—**SH Shaded.**—Shading SH represents the sound *Zher* as heard in *measure, treasure,* etc.

measure	leisure	pleasure	closure
M-e-Zher	L-E-Zher	Pel-e-Zher	Kel-O-Zher

SHADED AND LIGHT TICKS

156. **The Ticks.**—The word "tick" as applied to

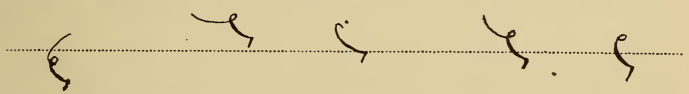
shorthand means a very short line, light or shaded, to express a combination of two consonants, or a syllable.

157. **The Shaded Slanting Tick.**—A shaded tick, left oblique slant, written downward expresses the combinations *pr* and *br,* and the syllables *per* and *ber,* or similar sounds as *bor* in *labor, par* in *parable,* etc., but in every case the syllable name is *per* or *ber.* It is allowable to use the right oblique tick when an easier joining is secured, as in *percale, perdition,* etc.

pride	brought	labor	permit	lumber	leper
per-Id	ber-AWt	L-A-ber	per-M-it	L-u-M-ber	L-e-per

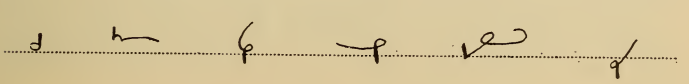
158. **The Shaded Tick Added to NG.**—The shaded slanting tick added to NG expresses the syllable *ker* and *ger;* the slant always being the right oblique.

flanker	linger	hunger	winker	anchor
Fel-aNG-ker	L-iNG-ger	H-uNG-ger	W-iNG-ker	aNG-ker



159. **Vertical Shaded Tick.**—Vertical shaded ticks express the combinations *tr* and *dr,* and the syllables *ter* and *der,* and by the advanced writer may also be used for *tor* and *dor,* but in every case the syllable names are *ter* and *der.*

trade	drop	fetter	ladder	tornado	chatter
ter-Ad	der-o-P	F-e-ter	L-a-der	ter-N-A-D-O	CH-a-ter



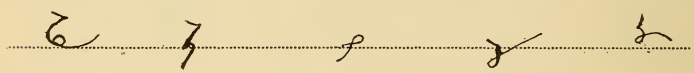
160. **Slanting and Vertical Ticks Lengthened.**—Lengthening the *left oblique* shaded ticks *per* and *ber*, and the vertical ticks *ter* and *der*, adds *l*. The syllable names of these ticks are *prel, brel, trel, drel.*

April A-prel | liberal L-i-brel | corporal K-AW-R-prel | umbrella u-M-brel-a

central seN-trel | material M-a-trel | federal F-e-drel | literal L-i-trel

161. **Light Ticks for Pre and Pro.**—The syllables *pre* and *pro*, long or short E, long or short O, are expressed by a *light* tick written downward, left oblique, *pre* being written *above* the line when it begins a word, and *pro on* the line. When easier joinings are secured the right oblique tick can be used as illustrated in *program* and *precept.*

prevail pre-Vel | prejudge pre-J-u-J | protection pro-T-e-K-shon | program pro-Ger-a-M | precept pre-S-e-P

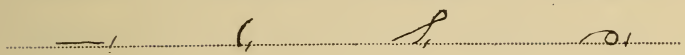


SPECIAL PHRASE-SIGNS

Remark.—The phrase-signs presented in this lesson are called "special" because they are not made up of simple word-signs joined, but are varient forms made necessary by disjoinings or by the omission of some of the words composing the phrase.

162. **Ing-The.**—Disjoining the tick for *the* (a light slanting tick) at the end of a word, expresses *ing* and a following *the.*

doing the having the making the paying the

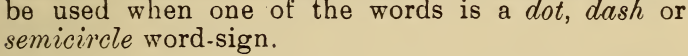


163. **Ing-A-An.**—Disjoining the tick for *a* or *an* (a light vertical or horizontal tick) at the end of a word expresses *ing* and a following *a* or *an*.

getting an doing a having an changing a

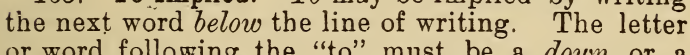
164. **Of-The.**—The phrase *of the* occurring between two nouns may be implied by writing *close together* the two words between which the phrase occurs; however, this principle of nearness cannot be used when one of the words is a *dot*, *dash* or *semicircle* word-sign.

close of the week some of the people your letter of the 4th



165. **To Implied.**—*To* may be implied by writing the next word *below* the line of writing. The letter or word following the "to" must be a *down* or a *horizontal* stroke, and words so written are said to be in the fourth position.

to give to you to do to have to see



166. **Omission of Words—Varient Forms.**—The advanced writer may safely omit *any* word in a phrase that must and naturally will be supplied to complete the sense.

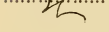
hand in hand more or less from day to day from time to time

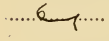
(a) Your attention is called to the following phrases as an illustration of varient forms and omission of words; thus, *to* is omitted and *you* is expressed as a hook in the phrases, in-reply-to-your-letter, in-reply-to-your-favor; in we-are-in-receipt-of-your-letter, we-are-in-receipt-of-your-favor, *of*, *in* and *your* are omitted, and in the phrase I-assure-you the circle vowel in *assure* is enlarged to prefix *I* to the vowel.

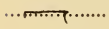
LIST OF SPECIAL PHRASE-SIGNS

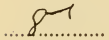
 as soon as

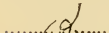
as soon as possible

 as well as

 dear sir

 eighth instant

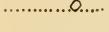
 facts of the case

 first instant

I am in receipt of your

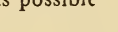
I am in receipt of your favor

I am in receipt of your letter

 I assure you

 I beg to enclose

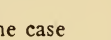
 I have to inform you

 in reply to your favor

 in reply to your letter

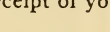
 in regard

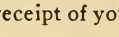
in reply to your

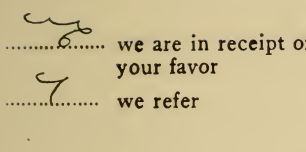
 in reply to our

 in reply would say

 yours truly

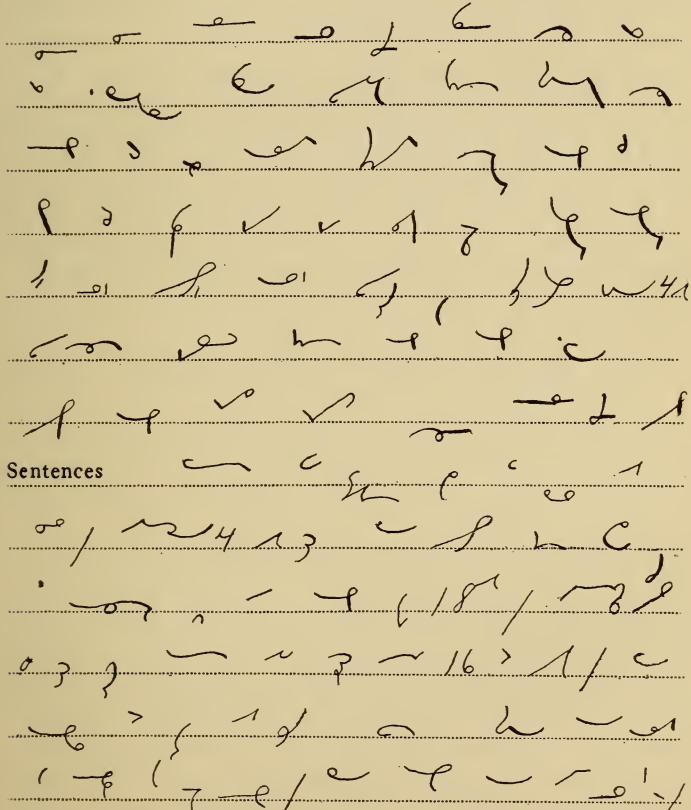
 you wish

 we are in receipt of your



READING EXERCISE

To be read and copied five times



Writing Exercise.—See Budget of Writing Exercises, Seventeenth Lesson.

To the Learner.—The learner who shirks the labor necessary to thoroughly master every principle presented in this lesson, and apply the same in writing, may safely conclude that he has not the necessary qualifications to succeed in shorthand, or any other profession where close application and faithful study are the elements of success. He who has no ambition, who does not desire to make something of himself, to become proficient in some one thing and able to do that one thing well, will find himself distanced in the race by those possessing these qualifications, for success, which after all is only the desire to succeed, a determination to succeed, and the will power to set himself to the task before him. Mental laziness is more to be deplored than physical laziness.

Questions for Review—Seventeenth Lesson

What two principles of abbreviation are presented in this lesson? (152) What four letters are shaded to add *l*? (153) What two letters are shaded to add *t* and *d*? (154) Shading TH adds what letter? (155) What syllable is expressed by shading SH? (156) Give the definition of "tick" as applied to shorthand. (157) The left oblique shaded tick expresses what letters and what syllables? (158) What two syllables are expressed by the shaded tick added to NG? (159) The vertical tick shaded expresses what letters and syllables? (160) Lengthening the shaded ticks adds what letter? Give the syllable names of the lengthened shaded ticks. (161) The left oblique light tick expresses what two syllables? Which is written above the line? Which on the line? (162) How is *ing-the* expressed? (163) How is *ing-a-an* expressed? (164) How may the phrase *of-the* be implied? (165) How may *to* be implied? (166) What may the advanced writer do in regard to the omission of words?

EIGHTEENTH LESSON

LIST OF WORD-SIGNS CONSISTING OF SHADED CONSONANTS AND SHADED TICKS.

169. **Presented in Three Sections.**—As a matter of convenience in learning the word-signs of this lesson the list is presented in sections, the shaded strokes in the shorthand order, and the tick signs in the three position order, followed by a list made up of both shaded consonants and ticks, in the common alphabet order.

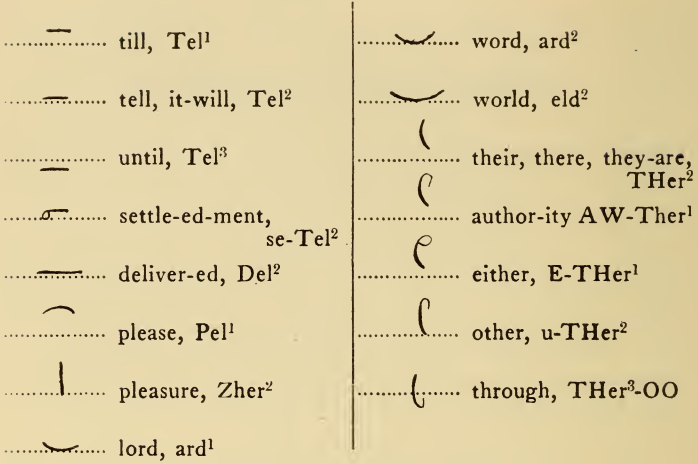
170. **Remarks on the Word-Signs.**—(a) When the ticks are written in the third position it is better, on account of their being very short lines, to write them so that they will just touch the lower side of the line of writing as illustrated in the list below.

(b) The circle and hook vowels when joined to the ticks are smaller than when joined to a full length consonant.

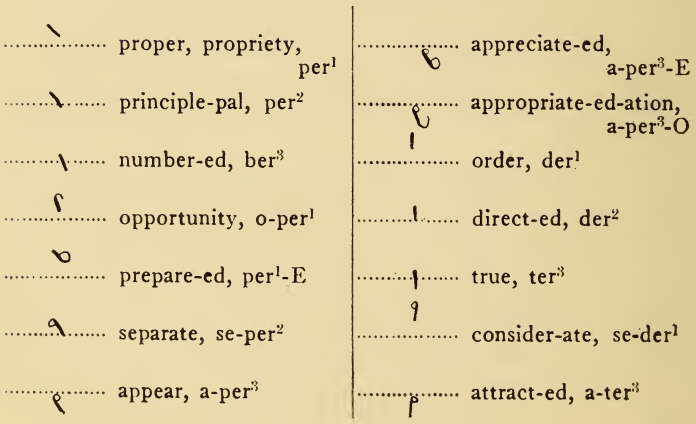
171. **Derivatives.**—Many derivative words are formed by prefixing or adding a letter or syllable to the word-sign; thus, to the word-sign *proper* prefix *i-M* for *improper;* to *order* add *D* for *ordered;* to *prepare* add *shon* for *preparation;* to *true* add *TH* for *truth,* and *F* for *truthful;* to *deliver* add *i* for *delivery;* to *appreciate* add *shon* for *appreciation,* etc.

You should bear this principle in mind, and make use of it in your future practice, as hundreds of words are written by simply prefixing or adding a letter or syllable to word-signs or to primitive words written in full.

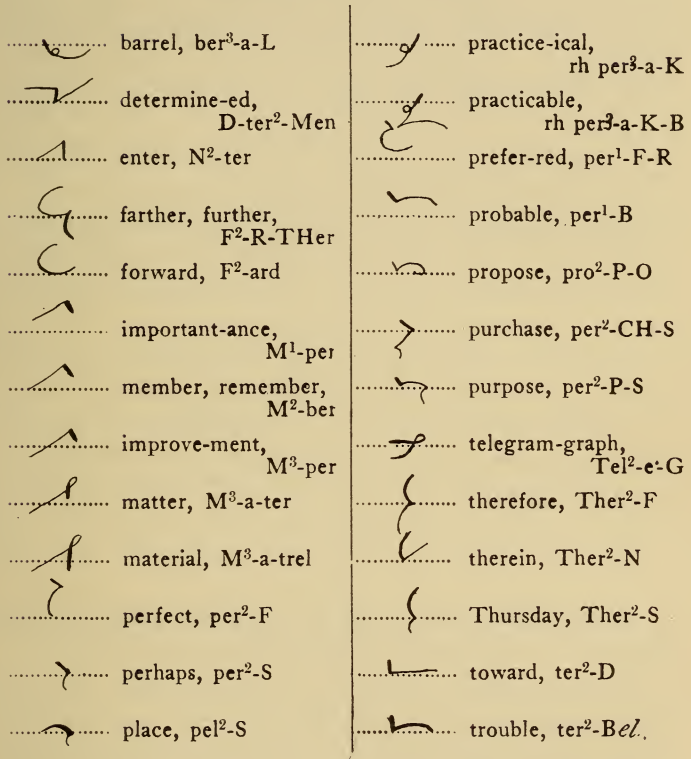
SHADED CONSONANT WORD-SIGNS.



SHADED TICK WORD-SIGNS.



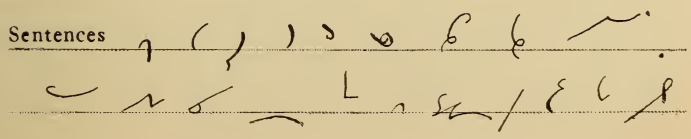
172. WORD-SIGNS OF SHADED CONSONANTS WITH SHADED TICKS JOINED

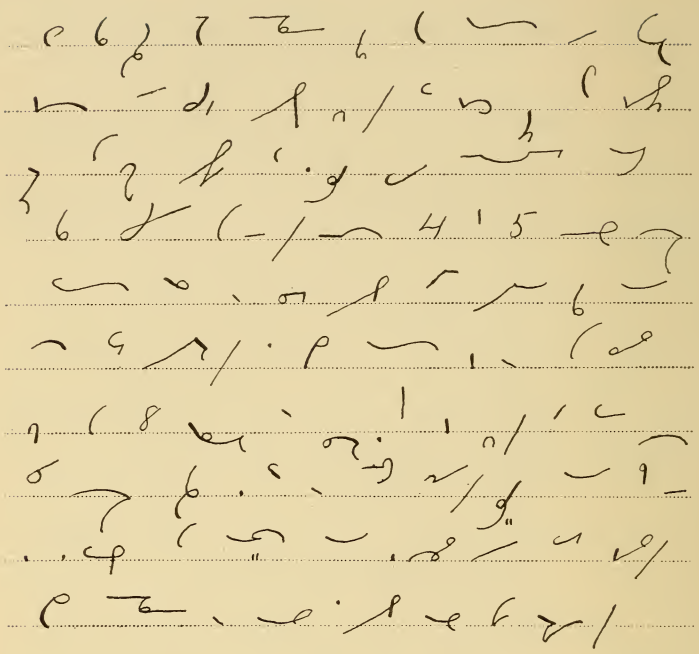


READING EXERCISE

To be read and copied five times.

Sentences





Writing Exercise.—For the Writing Exercise see Budget of Writing Exercises, Eighteenth Lesson.

To the Learner.—We have already said, and repeat it here for emphasis, that there is no method of study that will obviate the necessity of learning the word-signs; "they are the back bone of reporting," as one author has expressed it, and the work of learning the lists as they are presented should claim your attention. The author, Selby A. Moran, says: "At least one-third of the work of learning shorthand consists of thoroughly mastering the word-signs." And Moran is right. Now comes the question, What is the best method of doing it?

The great English statesman, Gladstone, says: "The man with a method accomplishes more in a week than the hard-working man without a method will in a month," and the truth of this applies forcibly to the learning of the word-signs. The method has been given (tenth lesson), and if you are following it you will find the learning of the signs a comparatively easy task.

There are but fifty-five word-signs in this lesson and you should practice writing them until they can be written, from dictation, neatly and correctly, in one minute and a half.

NINETEENTH LESSON

COMBINED CONSONANTS.

173. **Meaning of the Term Combined Consonants.**—The term "combined consonants" means the representing of two or more consonants by a single stroke of the pen, sometimes repsesenting syllables and sometimes consonants only. Illustrations of combining consonants have already been given as in the shading of R and L to add *t* or *d*, lengthening certain letters to add *l*, etc.

174. **Def, Dev, Div and Tiv.**—The letters *df*, *dv*, *tv*, with a short vowel between the two consonants, although not always forming a complete syllable, is expressed by slanting D downwards. With rare exceptions *tive* is a syllable ending words.

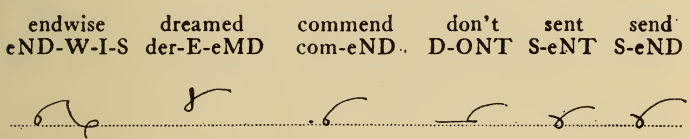
defeat	devote	divide	edifice	native
Def-Et	Dev-Ot	Div-Id	e-Def-i-S	N-A-Tiv

175. **Combined Consonants NT, MT, ND, MD.**—The combined consonants *nt*, *mt*, *nd*, *md*, are expressed by joining NT and MD without an angle; in appearance the sign is like the letter F except that it is *always* written *upwards*

176. **Syllable Names.**—In the nomenclature these syllables or combinations of consonants are pronounced as one syllable and are indicated by placing the proper vowel before the NT, MD; thus, eNT,

eMT, eMD, AMD, EMD; *e* being the small circle vowel, *A* and *E* the large circle vowel, *u* the small hook vowel, *O* the large hook vowel, etc. Whenever it is necessary to distinguish between the combinations ending in *t* or *d*, lengthen the *d* as noted below in *sent* and *send*, the line being longer in the latter word.

endwise	dreamed	commend	don't	sent	send
eND-W-I-S	der-E-eMD	com-eND	D-ONT	S-eNT	S-eND

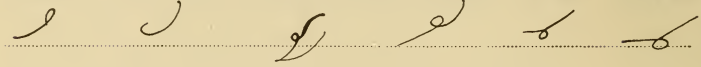


177. **Combined Consonants TN, DN, TM, DM.**—The combined consonants *tn, dn, tm, dm,* with or without a short vowel between the two letters, are expressed by joining TN and DM without an angle; in appearance it is like the letter K except that it is *always written upwards*. With few exceptions the vowel between the two consonants is omitted, but if it is a long vowel or a diphthong it must be written, as in *time, deem; dame,* etc.

178. **Syllable Name.**—In the nomenclature the syllables are named by inserting the proper vowel sound between the two consonants; thus, *tin, ten, tan, dom, dum,* etc. Whenever it is deemed necessary to make a distinction between the *tn* and *dn, tm* and *dm,* the line for the syllable ending with the M sound may be made a little longer as in *demand* and *temper*.

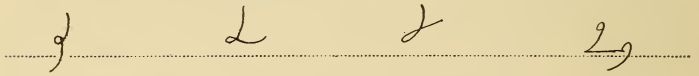
tender	temper	demand	tenor	sudden	dental
Ten-der	Tem-per	Dem-aND	Ten-R	S-u-Den	Den-Tel

timid	autumn	victim	maiden	time	dame
Tim-id	AU-Tum	V-i-K-Tim	M-A-Den	T-I-M	D-A-M



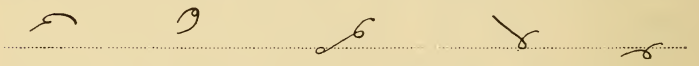
179. **Combined Consonant Sounds KW.**—As the vertical right curve has not been used to express any letter it can now be used to express the combined consonants KW, represented in the common print by *qu*. The nomenclature for *qu* is QU, pronounced as two letters the same as for CH, SH and the other digraphs.

quick	quire	queen	aqueduct
QU-i-K	QU-I-R	QU-E-N	a-QU-D-u-K



180. **St and Zd.**—The combined consonants *st* and *zd* are expressed by a short curved line written *upwards*; it is practically the letter S except as to the direction in which it is written. The syllable name is *Steh*.

stop	stick	amazed	divest	past
Steh-o-P	Steh-i-K	a-M-A-Steh	Div-e-Steh	P-a-Steh



181. **To Add to Legibility.**—To add to legibility, words of short outline, without regard to the number of letters in the word, may be written in position, the position being determined by the first expressed vowel of the word. Words written in position are more legible than the same words printed or written in longhand, because the exact vowel sound is indicated by the position it occupies.

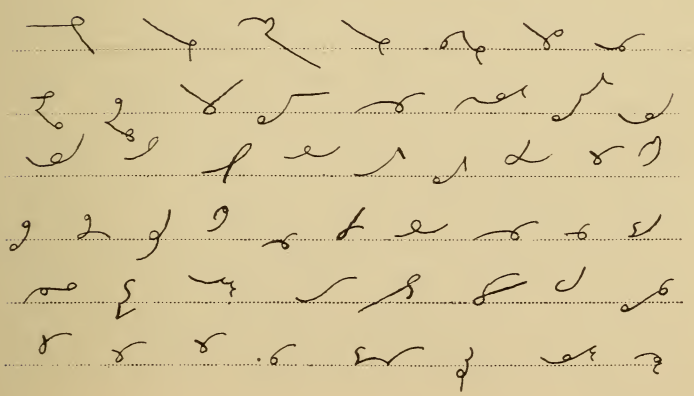
dreamed	sent	Rand	timid	print	doomed
der-EMD	S-eNT	R-aND	Tim-id	per-iNT	D-OOMD

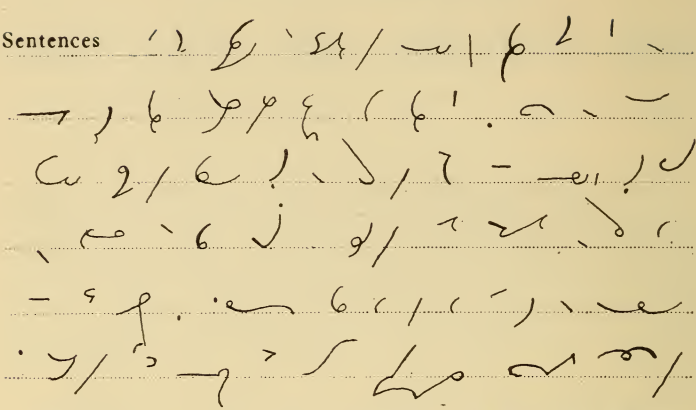
182. **Ses, Sus, Ces, Sys.**—The syllables *ses, sus, sis, ces, sys,* or similar combinations of *s* or *z* sounds, with or without a short vowel sound between, are expressed by two *S*'*s* written in opposite directions, but occasionally it will be necessary, where a vowel follows the second S, to represent the syllable by by two *S*'*s* in the same direction, as in *cessation*. The syllable name is *Ses*.

passes	suspend	lenses	sister	cessation
P-a-Ses	Ses-P-eND	L-e-N-Ses	Ses-ter	S-S-A-shon

READING EXERCISE

To be read and copied five times



Sentences 

Writing Exercise.—See Budget of Writing Exercises, Nineteenth Lesson.

To the Learner.—You must learn every principle thoroughly; this we have said before, but so important is the fact that it will bear repeating. Each new principle is like the material we get together to build a house; without the material you cannot build the house; neither is the material of any use in the building until it is put together. So it is with the art you are learning; the principles presented in each lesson is the material out of which you are to build up shorthand. You may know the principles, however, and be able to answer every question, tell us what to do with the material, but this is quite a different thing from putting the material together; and this is where the trouble comes in. The learner is apt to slight the amount of writing to be done. You must not fall into this habit. Do not get discouraged, but work away. What thousands of others have done, even without a teacher, you can do. Faithful work, intelligently done, will bring success as surely as darkness is dispelled by the morning sunlight.

Questions for Review—Nineteenth Lesson

(173) What is meant by the term "combined consonants"? (174) How are the syllables Def, Dev, Div and Tiv expressed? (175) How are the combined consonants Nt, Mt, Nd and Md expressed? (176) Give the syllable names of these combined consonants. How may the one ending in T be distinguished from the one ending in D? (177) How are the combined consonants TN, DN, TM, DM, with a short vowel between expressed? (178) Give the syllable names. How may the syllable ending in N be distibguished from the one ending in M? (179) Qu in the common print is expressed by what two sounds in shorthand? *Ans.* KW. What is the nomenclature for this combination? (180) How are the combined coosonants ST and ZD expressed? Give syllable name. (182) How are ahe syllables Ses, Sus, Ces, Sys, and similar combinations expressed? *Ans.* By two S's written in opposite directions, called double S. How must the second S be written if it is followed by a vowel? *Ans.* In the same direction as the first S. What is the syllable name?

TWENTIETH LESSON

COMBINED CONSONANT WORD-SIGNS.—PHRASE-WRITING.

183. **Word-Signs Easily Learned.**—The list of word-signs presented in this lesson are easily learned as the sign representing the word is very suggestive of the word represented. In spelling the word according to the nomenclature you fairly pronounce the word, and fixing the sign firmly in mind at the time of pronouncing, spelling and writing the sign will enable you to master the whole list in a comparatively short time. Full directions for learning the signs were given in Section 95, and repeated in Section 136.

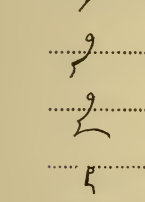
184. **Notes on the Word-Signs.**—(a) The word-sign *attain* has the general appearance of the word-sign *care* in the Fifteenth Lesson, but the former is more slanting, is always written upward, the vowel being placed close against the lower side of the line; the placing of the vowel is also the same in the word *hand*. *Attainable* is expressed by disjoining B.

(b) N in *natural* is given, for more convenient joining, considerable more slant than usual, and the *CHel* sound less slant.

(c) The sound *Ger* (G shortened to add R) is written nearly vertical, or it may take the left oblique slant, as illustrated in *guarantee*. If more conveniently written, the slant or curvature of any outline, word-sign or word written in full, may be considerably varied.

185. COMBINED CONSONANT WORD-SIGNS.

A



anticipate-ed-tion, a^3-eNT-S

acquaint-ed-ance, a-K^3-eNT

accept-ed-ation, a-K^3-S

acceptable, a-K^3-S-B

address, a -der-S

advance-ed, a-def^3

agency, A-J^2-S

another, a-N^2-THer

amount, a^3-eMT

ascertain, a-S^2-Ten

astonish-ed-ment, a^3-S-Ten

attain, a^3-Ten

B

bank, B-aNK^3

bankable, B-aNK^3-B

bankrupt, B-aNK^3-u-P

banker, B-NG-^{3}ker

bearer, B^2-R-R

believe, B^1-L-E

between, B^2-Ten

C

certain, S^2-e-Ten

circumstance, S^3-Ten-S

collect-ed, Kel^2-K

collection, Kel^2-K-shon

convenient, con:V^2-eNT

convenience, con:V^2-N-S

consequently, con:S^2-K-eNT-i

country, K^2-eNT

custom, K^2-S-Ten

D

defendant, Def^2-eND

defence, Def^2-N-S

demand, Dem^2-eND

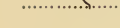
develop-ed-ment, Def^2-e-L

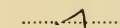
differ-ent, Def^2

differs-ence, Def^2-S

difficult-y, Def²

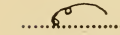
E

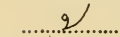

endeavor, N²-Def


entire, Ent²-R

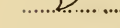
establish-ed-ment e-Steh²-a-B

esteem, e-S²-Tem

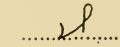

estimate, S²-Tem-At


estimation, S²-Tem-A-Shon

evident, e-V²-Den


evidence, e-V²-Den-S

F


find, F¹-eND

fund, F²-eND

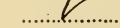
found-ed-ation, F³-eND

frequent, F²-R-K-eNT

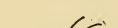
forgotten, F²-G-Ten

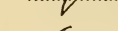
G

govern-ment, G²-V

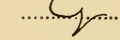

guarantee, Ger³-a-eNT-E

H


hand, a³-eND


hundred, u-eND²

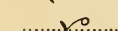
I


integrity, eNT²-e-G

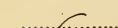
indeed, N¹-Det

indebted-ness, N²-Det

indifference, N²-Def-S

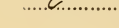

individual, N²-Def-id

indiscriminate, eND²-i-S-K


intend, eNT²-eND

J

just, J²-Steh


justice, J²-Steh-S

justify, J²-Steh-F-I

L

left-hand L-e-F²-aND

lenient, L¹-E-N-eNT

leniency, L¹-E-N-S-i

M

madam, M³-a-Dem

meantime, Men-Ten

meanwhile, Men¹-I-L

mind, M¹-I-eND

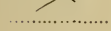
Mr., M²-Ster

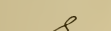
Messrs., M²-Ses

Miss, M¹-i-S

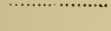
Mrs., M¹-i-Ses

N


natural, N²-a-Chel

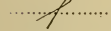

necessary, N²-Ses

necessity, N -S-e-S

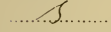

neglect, N²-Gel

notwithstanding, "not" TH-Steh-a

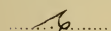
O

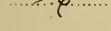

objection, "object" shon

objective, "object" Tive


objector, "object" R

obtain, o-B¹-Ten

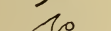

o'clock, O-Kel²-K

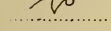

opinion, O-P²-i-N

October, o-K¹-T

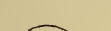
P

pardon, P³-AH-Den


plaintiff, Pel²-eNT

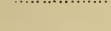

prompt, per¹-eMT

possession, P¹-S-e-shon

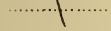

propriety, -per-I

punctual, P²-uNK

Q

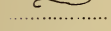

quantity, QU¹-eNT

quarter, QU¹-AW-ter

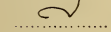

quite, K¹-T

quiet, K¹-I-T

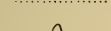
R


rectify, R-K²-Tef-I

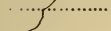
representative, R²-P


right-hand, R¹-It-aND

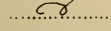
S


seldom, Sel²-Dem

shorthand, "short" aND

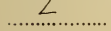

sometime, "some" Tem

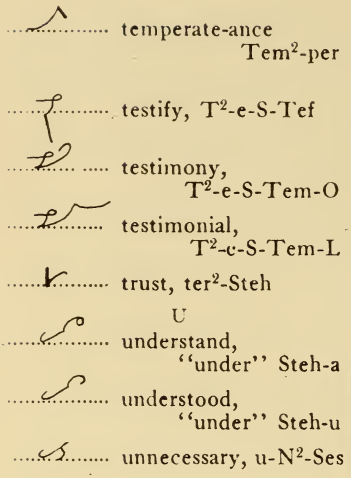
stand-ard, Steh-aND


stenography-er, S²-Ten-O

T

tenant, Ten²-eNT


telephone, Tel²-F-O



186. **Notes on the Phrase-Signs.**—To familiarize the phrase-signs it is only necessary, with rare exceptions, to write one whole line, or two, of each phrase, pronouncing the phrase at the time of writing it. Write the signs slowly and carefully at first, but increasing the movement of the fingers with the repetition of the sign.

(a) The phrase and-so-fourth (etc.) is *a* joined to S, *fourth* being expressed by F.

(b) Carefully note the phrases to-me and to-my, both being written upwards with more slant than the ordinary up-stroke.

(c) In the phrase at once the circle vowel is written just below the line.

(d) In a phrase *time* is generally written with the syllable Tem.

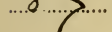
(e) The phrases to-the and to-a are simply the tick for *the* and *a* written below the line.

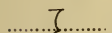
187. BUSINESS PHRASE-SIGNS

acknowledged receipt

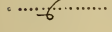
able to

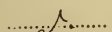
able to have

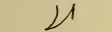
 and so forth

 at hand

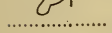
at once

 call attention

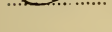
 call your attention

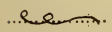
 early attention

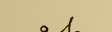
early reply

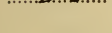
 esteemed favor

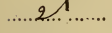
esteemed order

 first time

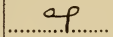
 for instance

 give him

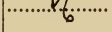
 give me, my

 hope to have

 I believe

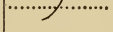
 I take pleasure

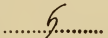
I trust that

 I will be able to

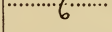
if you can

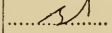
if you cannot

 in order that

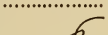
 necessary attention

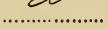
on either hand

 on the one hand

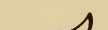
 on the other hand

sometime ago

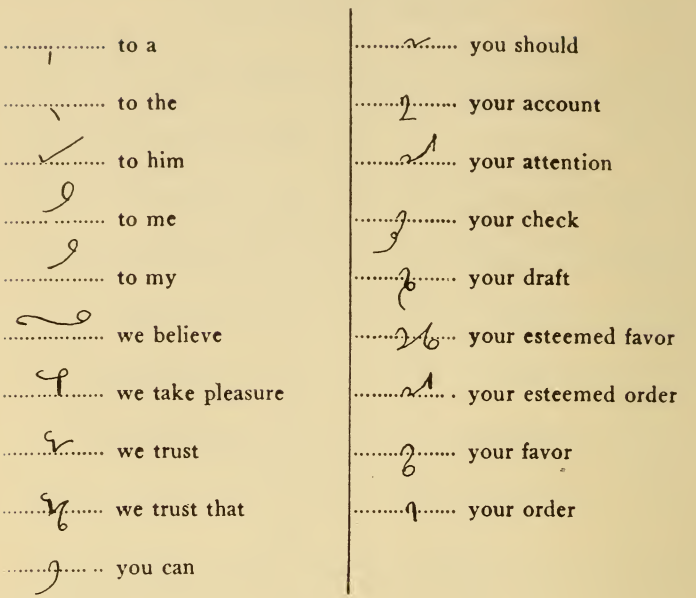
 statement of account

 take pleasure

that time

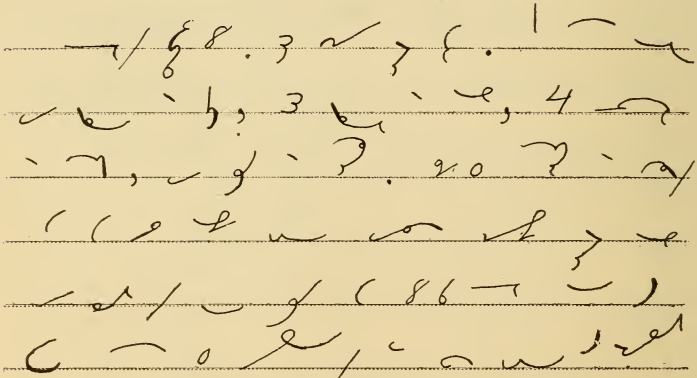
 this time

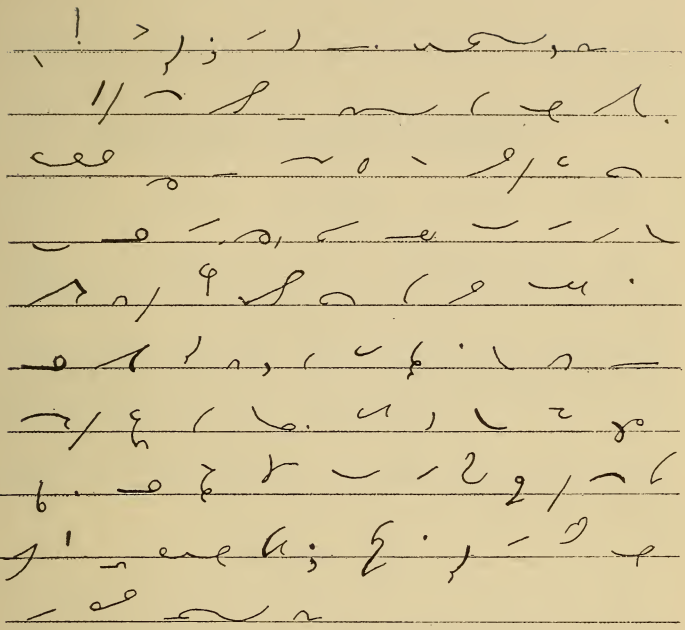
to hand



READING EXERCISE

To be read and copied five times





Writing Exercise.—See Budget of Writing Exercises, Twentieth Lesson.

Remarks to the Learner.—The *act* of writing shorthand may be said to consist of forming in the mind pictures — shorthand characters — of the words to be written, then tracing them with pen or pencil on the paper. But this tracing must be done quickly and without hesitation in forming the picture in the mind, and as quickly must the fingers move in tracing the signs, a proficiency you can readily attain by practice, perseverance, and working with the energy characteristic of the ambitious student.

TWENTY-FIRST LESSON

PREFIXES.

188. **First Syllables.**—The first syllable of many words, called prefixes, are expressed in shorthand by one letter of the alphabet, occasionally by two. The expressing of a whole syllable by one movement of the pen is a great saving, and the signs representing these prefixes must be firmly fixed in mind so that when words are spoken in which these first syllables occur the proper sign can be instantly recalled and as quickly written. The following prefixes are joined to the remainder of the word.

JOINED PREFIXES

189. **Al and Or.**—The prefixes *al* and *or* are expressed by the vowel *A W*, is joined to the balance of the word as a *hook* and *not* as a semicircle, and is always written above the line when used as a prefix. The nomenclature for these prefixes is *al* and *or*.

almost	alternate	organ	ornate
al-M-S	al-ter-N-At	or-G-N	or-N-At

190. **Be and De.**—The prefixes *be* and *de* are expressed by *B* and *D*, that is, omit the vowel.

betake	beware	depend	depart	below
B-T-A-K	B-W-a-R	D-P-eND	D-P-AHt	B-L-O

191. **Ex.**—This prefix is expressed by *e* and vertical *S*, either right or left vertical curve, made about one-third longer than the stroke for *S*. This sign can also be used for *ex* or *ix* in the middle or at the end of a word, as in *Dexter* and *prefix*.

exclaim	expose	exchange	Dexter	prefix
ex-Kel-A-M	ex-P-O-S	ex-"change"	D-ex-ter	pre-F-ex

192. **For, Fore, Fur.**—These prefixes are expressed by *F*, but when the joining is inconvenient the *F* may be disjoined, as in *foreground*.

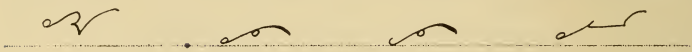
forbid	forger	foretell	furnish	foreground
for-B-id	for-Jer	fore-"tell"	fur-N-i-SH	fore:Ger-OU-eND

193. **In, En, Im, Em, Un, Followed by a Consonant.**—When the syllables *in, en, im, em, un,* beginning words, and followed by a consonant,, omit the vowel.

increase	endow	impale	ember	unclasp
N-K-R-E-S	N-D-OU	i-Mp-A-L	M-ber	N-Kel-a-S-P

194. **In, En, Im, Em, Un, Followed by a Vowel.**—These syllables, beginning words, and followed by a vowel sound, the vowel must be inserted; this is for the purpose of distinguishing between such words as *known* and *unknown, material* and *immaterial,* etc.

innocent	enable	unable	immodest
i-N-O-S-eNT	e-N-A-Bel	u-N-A-Bel	i-M-o-D-Steh



195. **Sub, Sup, Suf.**—These prefixes and the syllables *cir, ser, sur,* spelled differently but pronounced the same, are expressed by *vertical S,* either right or left vertical curve, made about one-third longer than the stroke for *S.* These syllables are also written in the middle of words, as in *preserve.*

The position of words with these prefixes is determined *not* by the prefix but by the *first vowel* following the prefix.

submit	supply	suffer	cerebral	preserve
sub-M-it	sup-Pel-I	suf-R	cer-e-brel	pre-ser-V

196. **Ul.**—This prefix is expressed by the vowel *u* joined as a hook to the following consonant or syllable.

ultimate	ultimatum	ultra	ulster
ul-Tem-At	ul-Tim-A-Tum	ul-ter-a	ul-Ster

PHRASE-SIGNS.

197. **Notes on the Phrase-Signs.**—(a) In a phrase *other* is expressed by *THer,* omitting the *u.*

(b) The frequently recurring phrase *do-not* is expressed by the combined consonants *d* and *n* when preceded by a pronoun joined to the phrase. *We*

and *you* when joined to *do-not* are expressed by the initial hook for these words, each occupying its proper position when joined; *don't* is expressed by *D-eNT*.

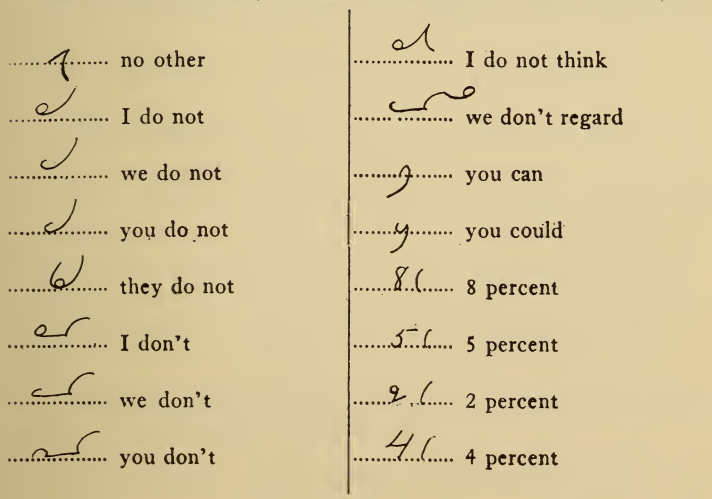
(c) To the phrases ending in *do not* and *don't* any verb may be added if it permits of a convenient joining, as I-do-not-think, we-don't-regard, etc.

(d) In order to distinguish *you can* from *you could*, in the latter phrase the word-sign *you* is inverted.

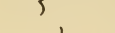
(e) When *per cent* is preceded by a number it is expressed by writing the left-hand S close to the figure, and when convenient it may be joined as in eight percent, five percent, one percent.

(f) In a few of the phrase-signs below note carefully the direction of S for *as* and *so*, the S being reversed.

198. LIST OF FREQUENTLY RECURRING PHRASE-SIGNS



as good as

 as great as

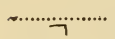
as long as

to do so

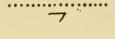
to be able to do so

 and-a-an

and the

 bill of lading

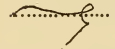
 bill of sale

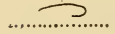
 bill of exchange

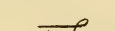
by all

days' sight

 let us

 for our

 I am sorry

 I enclose

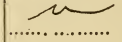
 I regret

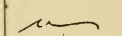
I shall be pleased

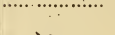
if you are

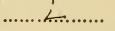
if you will

 in your letter

 in your reply

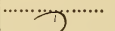
 of your account

 price list

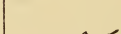
 to become

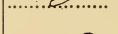
to believe

 to honor

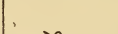
 to morrow

to your account

 we have received

 we received your favor

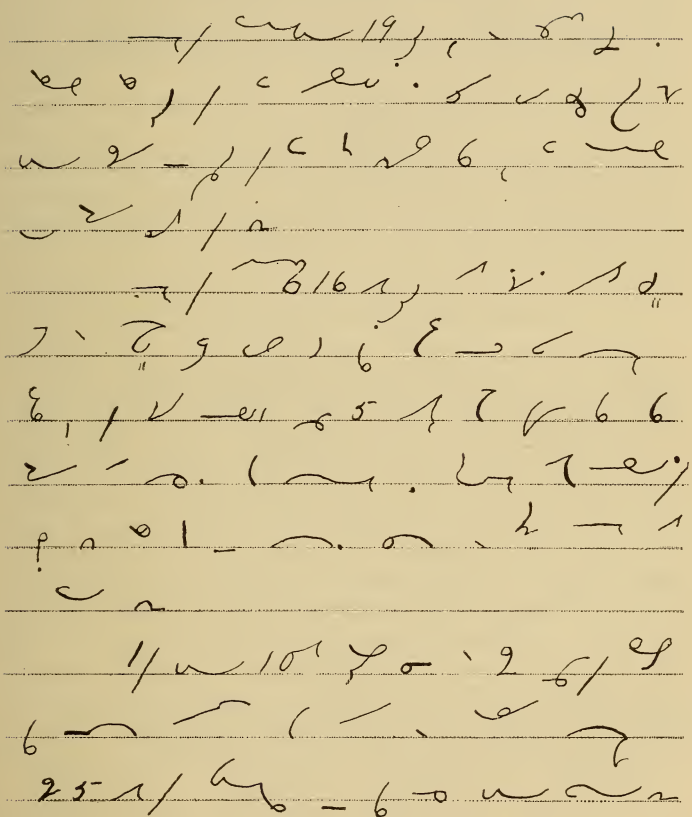
we received your letter

 we received your order

we received your check

READING EXERCISE

To be read and copied five times



Writing Exercise.—See Budget of Writing Exercises, Twenty-first Lesson.

Remarks to the Learner.—You will notice that

each advanced lesson presents some new principle of abbreviation, some method whereby the words to be written are made shorter by the application of these principles. In this lesson the shortening principle is that of expressing the first syllable of scores of words by a single inflection of the pen. You are interested in fixing these syllables in mind so firmly that the instant you hear a word pronounced where one of these prefixes is the first syllable of the word, you can write it without hesitation. Are you doing this part of you work as faithfully as you ought?

Questions for Review—Twenty-First Lesson

(188) What is a prefix? (189) What is the prefix sign for *al* and *or*? Are these syllables joined as a hook or semicircle and in what position are they written? (190) What are the prefix signs for *be* and *de*? (191) How is *ex* expressed? (192) What is the prefix sign for *for, fore, fur*? (193) When followed by a consonant how may *en, em, in, im* and *un* be expressed? (194) When followed by a vowel how must these syllables be expressed? ***Ans.*** The vowel must be inserted. (195) How are the syllables *sub, sup, sur* expressed? (196) How is the prefix *ul* expressed? Is it joined as a hook or as a semicircle? (197) How is *other* in a phrase expressed? (b) *Do not* is expressed by the combination of what two consonants? (c) Phrases ending in *do not* and *don't* what part of speech may be added? (d) How is *you could* distinguished from *you can*? (e) How is percent expressed when preceded by a figure? (f) In a phrase how may *S* for *as* and *so* be written?

TWENTY-SECOND LESSON

DISJOINED PREFIXES.

199. **Disjoined First Syllables.**—Another list of prefixes, because of their frequent occurrence, is presented in this lesson, but the signs representing the prefixes are *disjoined,* and the same, like the joined prefixes, must be so firmly fixed in mind that the sign can be instantly recalled and as quickly written.

200. **Easily Learned.**—The prefixes can be easily and quickly learned if the pulpil will notice that the sign for the prefixes are, with few exceptions, the first letter or the first two letters of the prefix.

201. **Position of Words.**—When words are written in position it is the *first vowel following the prefix* sign that determines the position, the disjoined part of the word following the prefix being written near to but not touching the prefix sign. The colon in the nomenclature is used to indicate where the parts of the word are disjoined.

202. **Ante, Anti.**—Expressed by the vowel *a* written in any position before the remainder of the word.

antelope	antedate	antipode	Antichrist
ante:L-O-P	ante:D-At	anti:P-Od	anti:K-R-I-Ş

203. **Con, Com, Cog, Coun, Accom.**—Expressed by a *small dot* placed before the remainder of the

word; *accom* by a heavy dot, the dot being written *first*, the balance of the word following. These prefixes were also presented in the eleventh lesson.

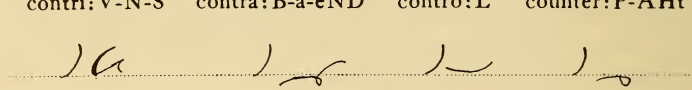
converge con:Ver-J | compile com:P-I-L | cognate cog:N-At | council coun:Sel | accomplish accom:Pel-I-SH

204. **Circ, Circu, Circum, Self.**—Expressed by the *right-hand S* written *above* and partly over the remainder of the word.

circle circ:L | circulate circu:L-At | circumstance circum:S-Ten-S | selfish self:i-SH

205. **Contra, Contri, Contro, Counter.**—Expressed by *K*. Unless otherwise specified the prefix signs are written on the line.

contrivance contri:V-N-S | contraband contra:B-a-eND | control contro:L | counterpart counter:P-AHt

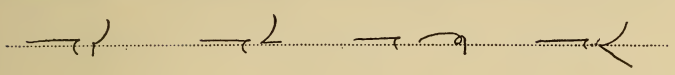


206. **Decom, Discon, Discom.**—Expressed by *D*.

decompose decom:P-O-S | discontinue discon:Tin-U | discomfort discom:F-art

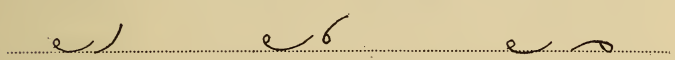
207. **Distra, Distri, Distru.**—Expressed by *D-S*.

distraction	district	distribution	distructive
distra: K-shon	distri: K-T	distri: B-U-shon	distru: K-Tiv



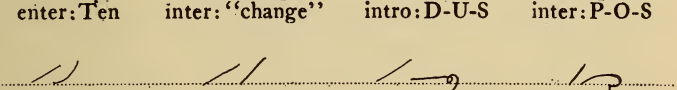
208. **Electri, Electro.**—Expressed by *e-L.*

electric	electrify	electroplate
electri: K	electri: F-I	electro: Pel-At



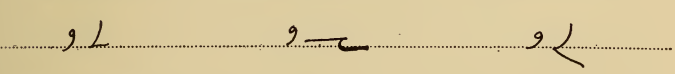
209. **Enter, Inter, Intro.**—Expressed by *N* written *on* the line.

entertain	interchange	introduce	interpose
enter: Ten	inter: "change"	intro: D-U-S	inter: P-O-S



210. **Extra.**—Expressed by the *right-hand vertical e-S.* This syllable is fully explained in Section 191, which see.

extract	extradotal	extractive
extra: K-T	extra: D-O-Tel	extra: K-Tiv



211. **Incon, Incom, Encom, Encum.**—Expressed by *N-K.* The shortening of N in certain outlines was explained in a previous section.

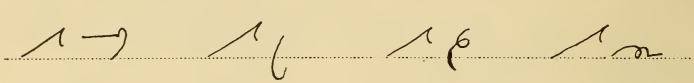
inconstant	incomplete	encumbrance	encompass
incon: Steh-eNT	incom: Pel-Et	encum: ber-N-S	encum: P-S

212. **Intel, Indul, Indol.**—Expressed by *N* written *above* the line, the balance of the word partly under the prefix.

intelligent	indulgence	indolence
intel: J-eNT	indul: J-N-S	indol: e-N-S

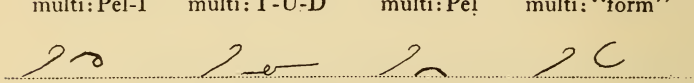
213. **Miscon, Miscom.**—Expressed by *M-S.*

misconduct	misconstru	misconceive	miscompute
miscon: D-u-K	miscon: Ster-OO	miscon: S-E-V	miscom: P-U-T



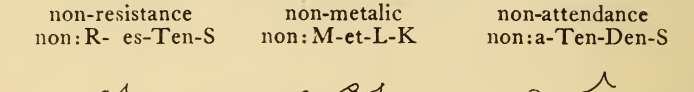
214. **Multi.**—Expressed by *M-u.*

multiply	multitude	multiple	multiform
multi: Pel-I	multi: T-U-D	multi: Pel	multi: "form"



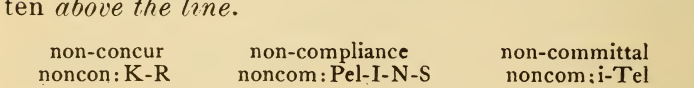
215. **Non.**—Expressed by *N-o,* written *on the line.*

non-resistance	non-metalic	non-attendance
non: R- es-Ten-S	non: M-et-L-K	non: a-Ten-Den-S



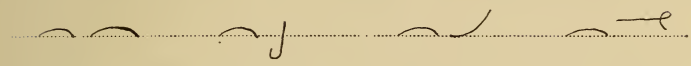
216. **Noncon, Noncom.**—Expressed by *N-o,* written *above the line.*

non-concur	non-compliance	non-committal
noncon: K-R	noncom: Pel-I-N-S	noncom: i-Tel



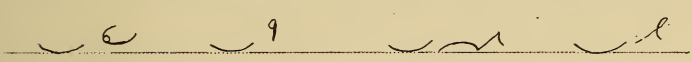
217. **Para.**—Expressed by *P*.

parable	parachute	paradim	paradise
para:Bel	para:SH-OOt	para:Dim	para:D-I-S



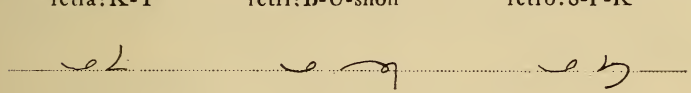
218. **Recon, Recom, Recog.**—Expressed by *R*.

reconcile	reconsider	recompense	recognize
recon:S-I-L	recon:Si-der	recom:P-N-S	recog:N-I-S



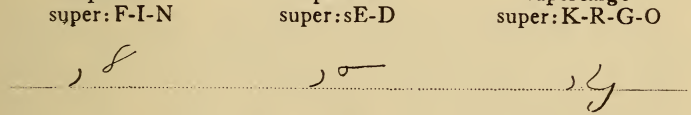
219. **Retra, Retri, Retro.**—Expressed by *R-e*.

retract	retribution	retrospect
retra:K-T	retri:B-U-shon	retro:S-P-K



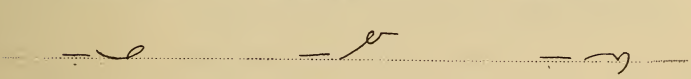
220. **Super.**—Expressed by the *right-hand S*, written *on the line*.

superfine	supercede	supercargo
super:F-I-N	super:sE-D	super:K-R-G-O



291. **Trans.**—Expressed by *T*.

translate	transmute	transpose
trans:L-At	trans:M-U-T	trans:P-O-S



222. **Uncon, Uncom.**—Expressed by *u-N-K*.

unconscious
uncon: SH-u-S

uncontested
uncon: T-S-Ted

uncomplaining
uncom: Pel-A-N-ing

223. **Unrecon, Unrecom, Unrecog.**—Expressed by *N-R*.

unreconciled
unrecon: S-I-Ld

unrecompensed
unrecom: P-N-S

unrecognize
unrecog: N-I-S

224. **Initial Syllables Preceding the Prefix Signs.**—Quite a number of prefix signs are preceded by an initial syllable, and in the writing of such words the syllable is simply joined to the prefix sign as illustrated below.

untranslated
u-N-trans: L-A-ted

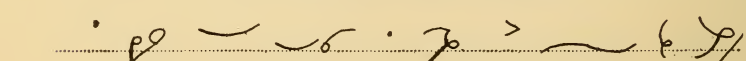
self-control
self-contro: L

disinterested
D-i-S-enter: e-S-ted

225. **Word-Signs Used for Prefixes.**—Many word-signs may also be used for prefixes, the same being joined or disjoined, according to convenience; among such words are: *after, ever, favor, here, out, short, ship, no, there, under, where, over,* etc.

Reading Exercise.—In the following reading exercise, consisting of sentences, the phrase-signs, joined and disjoined prefix-signs predominate.

To be read and copied five times



Writing Exercise.—See Budget of Writing Exercises, Twenty-second Lesson.

Remarks to the Learner.—You were told in the first lesson that the first thing the learner must do was to read over the lesson very carefully, and if you are following the directions you will be reading these remarks before you begin to study the lesson, so you will know just how to proceed, which is as follows: Take one section at a time and study the principle until "you know you know it" and the sign firmly fixed in mind, then write each illustrative word five or more times, as you have been instructed to do, proceeding in the same manner with each paragraph and you will be surprised how quickly you will master the whole lesson. The mental stimulus and pleasure you will receive from such faithful study and close application to the work in hand will be an inspiration to more earnest effort in mastering the principles presented in the next lesson—suffix signs.

Questions for Review—Twenty-Second Lesson

(199) What is the subject of this lesson? (200) With few exceptions, what are the signs for these prefixes? (201) When written in position what determins the position of the word? Where is the disjoined part of the word written as regards the prefix sign? What does the colon in the nomenclature indicate? (202) What is the prefix sign for Ante, Anti? (203) For Con, Com, Cog, Coun? For Accom? (204) For Circ, Circu, Circum, Self? (205) For Contra, Contri, Contro, Counter? (206) For Decom, Discom, Diseon? (207) For Distra, Distri, Distru? (208) For Electri, Electro? (209) For Enter, Inter, Intro? (210) For Extra? (211) For Incon, Incom, Encom, Encum? (212) For Intel, Indul, Indol? (213) For Miscom, Miscon? (214) For Multi? (215) For Non? (216) For Noncom, Noncon? (217) For Para? (218) For Recon, Recom, Recog? (219) For Retra,

Retri, Retro? (220) For Super? (221) For Trans? (222) For Uncon, Uncom? (223) For Unrecon, Unrecom? (224) How are syllables preceding a prefix sign written? *Ans.* They are joined to the ptefix. (225) Are word-signs sometimes used as prefixes? Neme some of them.

TWENTY-THIRD LESSON

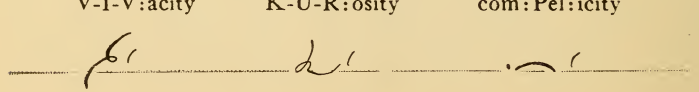
SUFFIXES

226. **What is Gained by the Use of Suffixes.**—Words are still further abbreviated by using signs to represent frequently recurring last syllables, called suffixes, which method of abbreviation adds to legibility, speed and ease of writing. While we have included the endings of words under one general name, "suffixes," many of them could more properly be called terminations. Some of the endings are joined, some disjoined, and in learning the signs the pupil should carefully note this distinction. Unless otherwise specified, the disjoined endings are written in any position, near to but not touching the preceding part of the word.

227. **Suffix Signs Easily Learned.**—With few exceptions, as in the case of the prefixes, the sign which represents the suffix is the first letter, the first two, or some prominent letter of the termination, and if the pupil will bear this in mind it will aid him greatly in learning the signs. The time required to learn the suffixes is comparatively short, but they must be learned perfectly so that when a word is spoken in which the suffix or ending occurs the sign can be instantly recalled and as quickly written.

228. **Acity, Icity, Osity.**—Expressed by disjoining S *above the line*.

vivacity	curiosity	complicity
V-I-V:acity	K-U-R:osity	com:Pel:icity



229. **Astic, Estic, Istic, Ostic.**—Expressed by *S-T* disjoined.

plastic	domestic	cabalistic	acrostic
Pel:astic	Dom:estic	K-a-Bel:istic	a-K-R:ostic

230. **Atic, Etic, Itic, Otic.**—Expressed by *disjoining* the *first vowel* of the syllable and placing it at the end of the preceding part of the word; the vowel will always be the small circle or the small semicircle vowel.

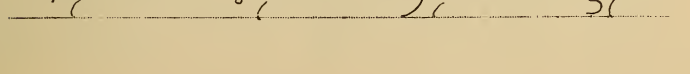
emphatic	cosmetic	critic	chaotic
e-M-F:atic	K-o-S-M:etic	K-R:itic	K-A:otic

231. **Ble, Bly, Bel, Bility.**—The first three suffixes are expressed by B *joined; bility* by B *disjoined.* The nomenclature for this suffix is *bel* (small b).

sensible	fashionable	credibility
se-N-S-bel	F-a-shon-bel	K-R-ed:bility

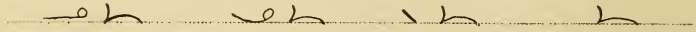
232. **Bleness, Fulness, Someness, Soever.**—Expressed by *disjoining* S *on the line.*

teachableness	sinfulness	irksomenes	whomsoever
T-E-CH:bleness	si-N:fulness	e-R-K:someness	"whom":soever



233. **Ception.**—Expressed *S-P disjoined* and written near the preceding part of the word.

deception	reception	perception	conception
D-e:ception	R-e:ception	per:ception	con:ception

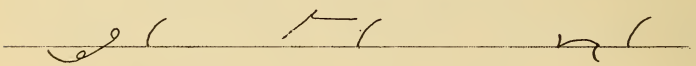


234. **Fore, Full.**—Expressed by *F* joined to the preceding part of the word, occasionally, as in *lawful*, it will be necessary to disjoin the *F*.

therefore	bashful	heretofore	lawful
"there"-fore	B-a-SH-ful	"here"-"to"-fore	L-AW:ful

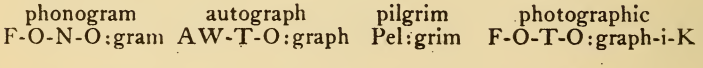
235. **Fication.**—Expressed by *F disjoined.*

ramification	modification	specification
R-a-M-i:fication	M-od:fication	S-P-S:fication



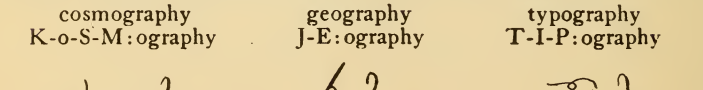
236. **Gram, Graph, Grim.**—Expressed by *G disjoined.* To *graph* add *i-K* for *graphic,* as in *photographic.*

phonogram	autograph	pilgrim	photographic
F-O-N-O:gram	AW-T-O:graph	Pel:grim	F-O-T-O:graph-i-K



237. **Ography.**—Expressed by *o-G disjoined.*

cosmography	geography	typography
K-o-S-M:ography	J-E:ography	T-I-P:ography



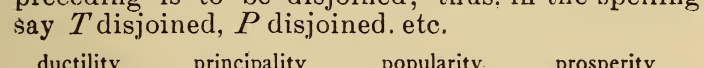
238. **Ington, Ingly.**—Expressed by *NG disjoined.*

Washington W-AW-SH:ington | Kensington K-N-S:ington | Coddington K-od:ington

knowingly "know";ingly | lovingly L-u-V:ingly | seemingly sE-M:ingly

239. **Ility, Ality, Arity, Erity.**—Expressed by *disjoining* the consonant or syllable immediately preceding these syllables. In some words it is better to disjoin *L* in *ility* instead of the consonant preceding it, as in *agility* and *humility*. In the nomenclature below the letters "dj" denote that the letter preceding is to be disjoined; thus, in the spelling say *T* disjoined, *P* disjoined, etc.

ductility D-u-K:T,dj | principality per-N-S:P,dj | popularity P-o-P:L,dj | prosperity per-o-S:P,dj



singularity S-iNG:L,dj | liberality L-i:ber,dj | agility a-J:L,dj | humility H-U-M:L,dj

240. **Less, Ness.**—When not conveniently joined *less* and *ness* (L S and N S) may be expressed by *L* disjoined for *less*, and *ness* by *N* disjoined at any point near the preceding part of the word, as illustrated below.

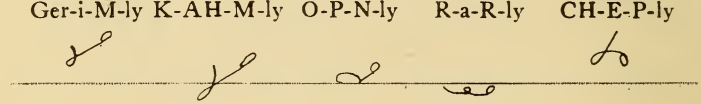
masterless	thankless	plainness	badness
M-a-Ster:less	"thank":less	Pel-A-N:ness	B-ad:ness

241. **Lessness.**—Expressed by *Ses disjoined* at the end of the preceding part of the word.

lawlessness	recklessness	thoughtlessness
L-AW:lessness	R-e-K:lessness	"thought":lessness

242. **Ly.**—When it is preceded by a *straight line* consonant, *ly* is expresaed by a *small loop* turned on the vowel side of such consonants, but on curved consonants it is expressed by a *small circle,* the vowel *i,* although sometimes, for legibility, it is better to express it by *L-i;* however this is rarely necessary.

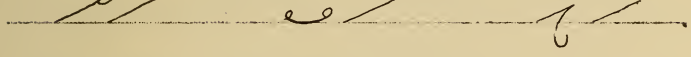
grimly	calmly	openly	rarely	cheaply
Ger-i-M-ly	K-AH-M-ly	O-P-N-ly	R-a-R-ly	CH-E-P-ly



243. **Ment, Mental, Mentality.**—The suffix *ment* is expressed by *Men joined,* but when preceded by *M* or *N* must be disjoined. *Men* is the syllable name of *M* lengthened to add *N,* Section 128, but used as a suffix is called *ment. Mental* and *mentality* expressed by *M disjoined.*

payment	raiment	moment	assignment
P-A-ment	R-A-ment	M-O-ment	a-S-I-N:ment

monumental	elemental	instrumentality
Mon-U:mental	e-L-e:mental	N-Ster-oo:mentality



244. **Ology, Alogy, Ological.**—The suffixes *ology* and *alogy* are expressed by *J disjoined;* for *ological* add *i-Kel* to the *J.*

theology	mineralogy	pathological	phrenological
TH-E:ology	Min-R:alogy	P-a-TH:ological	F-R-e-N:ological

245. **Position.**—Expressed by *P-O joined* to the preceding part of the word.

exposition	disposition	opposition	indisposition
e-xposition	D-S-position	o-position	end-i-S-position

246. **Scribe, Scription.**—In *scribe* omit R; *scription* is expressed by *disjoined S-K.*

scribe	circumscribe	description	subscription
S-K-I-B	circum-S-K-I-B	D-e:scription	sub:scription

247. **Self, Selves.**—When used as a suffix *self* is expressed by *S joined; selves* by *Ses.*

himself	myself	ourselves	themselves
"him"-self	"my"-self	"our"-selves	"them"-selves

248. **Ship.**—Expressed by *SH disjoined.*

lordship	ownership	courtship	ladyship
"lord":ship	O-N-R:ship	K-art:ship	L-A-D-i:ship

249. **Tion.**—The suffix *tion,* pronounced *shon,* but spelled differently as explained in Section 100. is expressed by *SH* made about one-third its usual length, but when the syllable is preceded by *P* or *B* it is necessary to disjoin the *shon.*

option	corruption	adoption	ruption
o-P:shon	K-R-u-P:shon	a-D-o-P:shon	R-u-P:shon

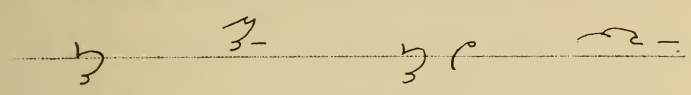
250. **Ult.**—Expressed by *u* joined as a *hook* to the preceding consonant.

consult	adult	result	insult
con:S-ult	a-D-ult	R-e-S-ult	N-S-ult

251. **Ulate.**—Expressed by the vowel *u* joined as a *semicircle,* at an angle, to the consonant preceding. A syllable following the *ulate* sign may be joined to it, or disjoined if more convenient. The second line below illustrates this principle.

modulate	speculate	granulate	articulate
M-o-D-ulate	S-P-K-ulate	Ger-N-ulate	R-T-i-K-ulate

speculator	inoculated	speculative	populated
S-P-K-ulate-R	N-o-K-ulate-Ed	S-P-K-ulate:i-V	P-o-P-ulate-Ed



252. **Uction, Iction, Ection, Action.**—Expressed by *K disjoined* and written near the preceding part of the word.

abduction	infliction	reflection	traction
a-B-D:uction	N-Fel:iction	R-e-Fel-ection	ter:action

253. **Ward.**—Expressed by *ard joined* to the preceding part of the word.

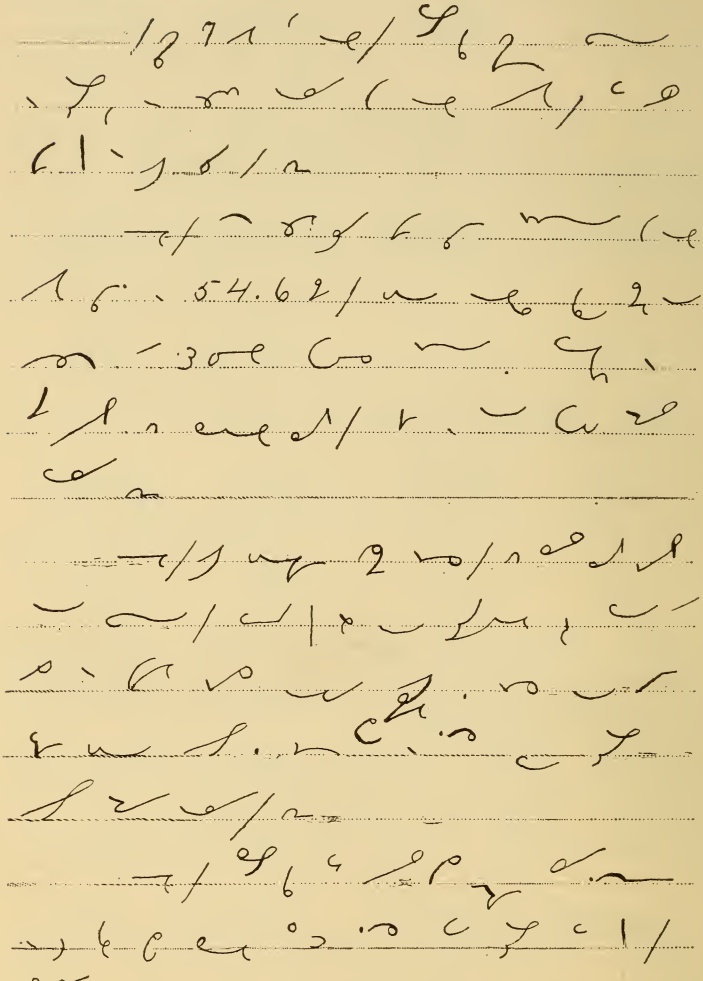
onward	leeward	reward	backward
o-N-ward	L-E-ward	R-e-ward	B-K-ward

254. **Word-Signs Used as Suffixes.**—Word-signs may also be used as suffixes, the same being joined or disjoined, according to convenience, as illustrated in the following words:

thereon	hitherto	herewith	Cleveland	Newfoundland

Reading Exercise.—Many of the suffixes are presented in the reading exercise, but the learner's ability to apply the principles of the lesson will be tested in the writing exercise.

To be read and copied five times



Writing Exercise.—See Budget of Writing Exercises, Twenty-Third Lesson.

To the Learner.—The suffixes presented in this lesson will enable you to write, with three or four inflections of the pen, hundreds of long words, but to be able to do this quickly you must understand the principles so well that you can apply them instantly. There must be no hesitation in writing shorthand. Eventually, no mental effort will be required to recall the proper outline, but practice is necessary to attain this proficiency, the value of which is worth all that it costs you in patient, faithful work.

Do you feel that you would like to have your teacher omit the following questions? or, are you anxious to have them asked so that you can show him how thoroughly you understand the suffixes? What is your answer?

Questions for Review—Twenty-Third Lesson

(229) What is gained by the use of suffixes? *Ans.* Shortening of the word to be written. Where are disjoined suffixes to be written as regards the preceding part of the word? (227) What letters usually express the suffix signs? (228) What is the suffix sign for Acity, Icity, Osity? (229) For Astic, Istic, Ostic? (230) For Atic, Etic, Otic? (231) For Ble, Bly, Bel? For Bility? (232) For Bleness, Fulness, Someness, Soever? (233) For Ception? (234) For Fore and Full? Is this sign ever disjoined? (235) What is the suffix sign for Fication? (236) For Gram, Graph, Grim? How is Graphic expressed? *Ans.* By adding *i-K* to the sign for Graph. (237) How is Ography expressed? (238) What is the suffix sign for Ington and Ingly? (239) How are the terminations Ility, Ality, Arity, Erity expressed? (240) When is it allowable to disjoin *L* for Less and *N* for Ness? (241) What is the suffix sign for Lessness? (242) When preceded by a straight

ine consonant how is Ly expressed? How is it expressed when preceded by a curved consonant? (243) How is Ment expressed? Ment must be disjoined when preceded by what two consonants? How are Mental and Mentality expressed? (244) How are Ology and Alogy expressed? What is added to Ology for Ological? *Ans. i-Kel.* (245) Position is expressed how? (246) What letter is omitted in Scribe? How is Scription is expressed? (247) When used as a suffix how is Self expressed? Selves, how? (248) How is the suffix Ship expressed? (249) How is Shon expressed? The suffix Shon is disjoined when preceded by what two consonants? (250) Ult is expressed how? (251) Ulate, how? How is a syllable following the Ulate sign expressed? (252) How are the syllables Uction, Iction, Ection expressed? (253) How is Ward expressed? (254) Are word-signs ever used for suffixes?

TWENTY-FOURTH LESSON

COMMERCIAL WORD-SIGNS

255. **Name.**—The list of word-signs presented in this lesson we have designated "Commercial Word-Signs" for the reason that they are words of frequent recurrence in dictation along commercial lines and require an abbreviated instead of a full outline.

The method of learning the signs has already been given and it is not necessary to repeat it here, but it should be followed in every particular to the end that the list may be learned in the shortest possible time. It is very easily learned as the outline is very suggestive as to the word represented by the abbreviated sign, being, in almost every case, the first part of the word, and the first vowel is usually part of the sign. Pronouncing the word, spelling it in shorthand (the nomenclature), writing the sign at the time it is spelled, and filling one, two or more lines in your note book with the proper sign for each word, will require but a few hours' practice.

256. **Notes on the Word-Signs.**—(a) In the nomenclature the superior figure is sometimes placed with the vowel instead of the consonant, showing that the vowel is to be written as indicated, either above, on or below the line, the balance of the word being written as shown in the outline.

(b) Words ending in *side* may, with rare exceptions, be indicated by the left oblique *S-I* as shown in *decide, reside, outside,* etc.

(c) Many of the words are written in full, and are

not word-signs properly so called, being presented because of their frequent recurrence.

(d) In writing *D, T, M,* be careful that you do not give these letters a curved form; they must be straight lines.

(e) Many derivitives are formed from the word-signs by simply adding a letter or syllable; thus, to *examine* add *shon* for *examination;* to *especial* add *ly* for *especially;* to *request* add *ed* for *requested;* to *responsible* disjoin *B* for *responsibility.*

Remarks.—It is not absolutely necessary to learn all the word-signs of this lesson before taking up the next; however, we do not advise this method of procedure. The list contains only two hundred and sixty-nine words, and as these *must be learned* there is nothing gained by putting this work aside and taking it up later after you have learned something else; the better way is to "do it now."

In learning the signs the frequent repetition in the writing of the same is not simply that you may know how to write them, nor that you may be able to write them accurately, but in addition that your fingers may have the drill necessary to write them both rapidly and well.

257. COMMERCIAL WORD-SIGNS.

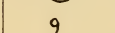
A

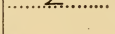
ability, a^{3}-Bel

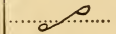
able, able-to, A^{2}-Bel

absent, a^{3}-B-S

accordance, a-K^{3}-R


accomplish-ed
accom: Pel^{2}


according-ly, a-K^{3}-R


account, a-K^{2}-T

admit-ed-ance,
a-M^{3}-it

advice, advise-ed
a-V^3-I-S

against, a-G^3-N-S

almost, AW^1-M-S

always, AW-W^2-S

among, a-M^3-NG

answer, a-N^2-S

anywhere, N^2-e-W-a

application,
a^3-P-L-shon

appoint-ed-ment
a^3-P-eNT

article, art-Kel^3

association,
a^2-S-A-shon

attention, a-Ten-shon

August, AW-G^1-S

B

behind, B^1-I-eND

benefit, B^2-N-F

benevolent, B^2-N-Vel

beside, B^1-S-I

billed, build, built,
B^2-eld [or elt]

bring, ber^1-i-NG

C

cancel, K^3- -N-Sel

capable-ility, K^2-A-B

careful-ly, K^3-a-F

catalogue, K^3-a-Tel

certificate, cer^2-Tef

character, K^3-a-K

clerk, Kel^2-R-K

collateral, Kel^3-a-trel

communicate-ed
com: N^2-K-At

communication,
com: N^2-K-A-shon

concern, con: cer^2-N

conclusion,
con: Kel^3-shon

confirm, con: F^2-M

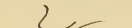
consequence,
con: S^2-e-K

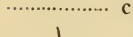
consideration,
se-der^1-A-shon

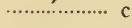
constant,
con: Steh -e-eNT

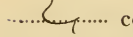
construction,
con: Ster^3-shon

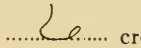
correspond-ed-ence, K[1]-R-S

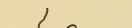

correspondent, K[1]-R-S-eNT


cost, K[1]-Steh


course, K[2]-R-S

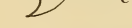

credit, K[2]-R-e

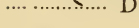

credited, K[2]-R-e-ted

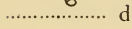

custom, K[2]-S-Tem

D

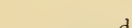
December, D[2]-e-S


decide, D-S[1]-I


delay, Del[2]-A


depart-ed-ment, D[3]-P-AHt

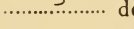
desirable, D-S[1]-B


desire, D-S[1]

desirous, D-Ses[1]

determination, D-ter[2]-Men-shon

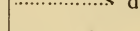
disadvantage, D-S[2]-J

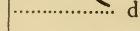

disappoint-ed-ment, D-S[2]-P-eNT

discount, D-i-S[1]

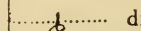
discharge, D[1]-S-CH[3]

distinct, D[1]-Steh-iNK

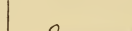

distinguish, D[1]-Steh-NG


draft, der-a-F

E

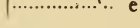

electric, e-L[2]

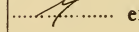
electricity, e-L[2]-S


enclosure, N[2]-Kel-Zher

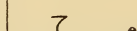
endorse, N[1]-der-S

enough, N[2]-u-F


especial, e-S[2]-P

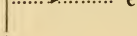

etc., and-S[2]-F

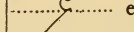
examine-ed, ex[2]-a-M

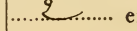

example, ex[2]-eMP-L

exchange, ex[2]-CH

excellent, ex[2]-L


expect, ex[2]-P


except, ex[2]-e-P


exercise, ex[2]-R-S

explain, ex²-P-L

explanation, ex²-P-L-shon

express, ex²-per

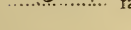
F

far, F³-R

failure, Fel²-R

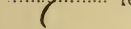
favorable-y, F²-A-B

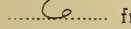
February, F²-e-B


forever, F²-V

friénd-ly, F²-R-e

forget-ot, F -G-T

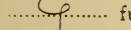

furnish, F²-R-i-SH


future, F²-CHer

G

general-ly, G²-e-N

grocer, Ger²-S-R

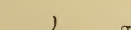

grocery, Ger²-S-R-i

H

handle, a³-eND-L

happen, a³-P-N

hardware, AH²-ard-W-a


hereafter, R -a-F³

hereby, R¹-B-I

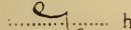
heretofore, R¹-to-F

hesitate-ed-tion, e-Z²-i-tet

house, OU²-S

household, OU²-S-O-eld

I


improper-criety M¹-per

inability, N³-a-Bel

inasmuch, N¹-S-CH³

inclose-ed, N²-K

inclosure, N²-K-Zher

inconvenient, incon:V²-eNT

inconvenience, incon:V²-eNT-S

indorse, N¹-der-S

infers, inference, N¹-F-S

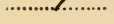
influential, N²-SHel

inform-ed, N¹-F-R

information, N¹

inquire-y, N²-K-I

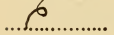
instruct-ed, N²-Ster


insist, N¹-Ses

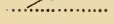
insure-ance, N³-SH-OO

intelligent, intel: J²

intelligence, intel: J²-S


intelligible, intel: J²-Bel

intend, eNT²-e-eND


interest, N²-e-Steh

investigate-ed-tion, N²-V-Steh

invoice, N²-V-S

irregular, i-R-G²

issue, i-SH¹-U

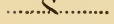
J

January, J³-a-N

jobber, J1-o-ber

judgment, J²-J-Ment

July, J³-L-I


just, J²-Steh

K

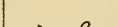
kind, K¹-I-N

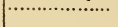
knowledge, N²-J

L

last, L³-a-S

learn-ed, L²-e-R


legal, L¹-E-Gel


liberty, L¹-i-ber

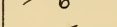
list, L¹-i-S

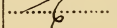
little, L¹-et

M

machine, M³-a-SH

machinery, M³-a-SH-i


manifest-ed, Men²-F-i-S


manufacture-ory, Men²-U-F

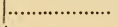
March, M³-AH-CH

market, M³-AH-K-T

million, M¹-i-L

misfortune, M²-S-F-R

mistake, M¹-i-S-T


mortgage, M¹-R-G

N

near, N[1]-E-R

negotiate, N[2]-G-SH

negotiation, N[2]-G-S-A-shon

neither, N[1]-E-THer

nevertheless, N[2]-V-L-S

New York, N[2]-OO-K

next, N[2]-ex

note, N[2]-Ot

November, N[2]-O-V

O

obligation, o-B[2]-L-shon

oblige-ed, O-B[2]-L

observe, o-B-ser[2]-V

occasion, o-K[2]-shon

occur-red, o-K[2]-R

occurs-ence, o-K[2]-R-S

only, O-N[2]-ly

ordinary, AW-ard[1]

outside, T[3]-S-I

P

pecuniary, P-K[2]-N

perform-ed-ance per[2]-F-R

people, P[1]-Pel

person, per[2]-S

personal, per[2]-S:L,dj

possibility, P[1]-B

present-ed-ation, per[2]-S-eNT

presume, per[2]-S- -M

price, per[1]-I-S

privilege, per[2]-Vel

profit-ed, per[1]-F[3]

promise-ed, per[1]-o-M-S

proportion, pro[2]-P-R-shon

R

rapid, R[3]-P-id

rather, R-a-THer[3]

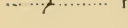
receipt, R-S[1]-E

receive, R[2]-e-S

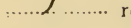
recommend-ed-ation, recom:e[2]eND

refers-ence, R-F²-S

regret, R-e-G²


remain, R²-e-Men

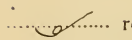
remark, R³-e-M

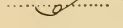

remarkable, R³-e-M-AH

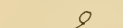
remit-ted-ance, R¹-i-M

repeat-ed-tion, R¹-P-Et

report, R²-P-O


require, R-e-K²-I


request, R-e-K²-S


reside, R-S-I¹

respect, R²-S-P

respectful-ly, R²-S-P-F

respond-s-sible, R-S¹-P-o

retain, R²-e-Ten

s

sample, sa³-eMp-L

satisfy-ied-tory, sa³-T-S

satisfaction, sa³-T-shon

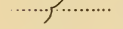
Saturday, sa³-T

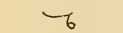
September, S²-e-P

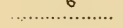
several, S-e-V

single, S-i-NG

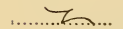
singular, S²-i-NG-R


society, S²-S-I


someone, su²-M-OO-N

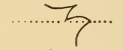

somewhere, su²-M-W-a

state, Steh²-At

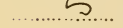

statement, Steh²-A-Ment

stock, Steh-o-K

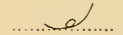
subjection, S²-J-


success, S²-u-K

successful, S²-u-K:F,dj


suggested, S²-G-

suggestion, S²-G-shon


superintend-ent, super:N²-Ten

supply, sup¹-Pel-I

suppose, sup²-P-O-S

surprise, sur²-per-S

T

taken, T²-A-N

terms, ter²-M-S

territory, ter²-e-T-O

thereof, THer²:of

thereto, THer:to

therewith, THer:with

trade, ter²-Ad

transact, trans:a-K³

transaction, trans:a-K³-shon

transfer-red, T²-F-R

transport, trans:P²-art

transportation trans:P²-art-shon

Tuesday, T²-U-S

U

ultimo, ul-T²

unavoidable, N²-V-OI-D

unaware, u²-N-a-W-a

undertake, "under"-T-A

undoubtedly, N²-D-OUt

United States, U²-S

unknown, u²-N-O-N

unless, u²-N-L-S

unsettled, N²-S-e-Tel

unusual, N²-SHel

upon, u²-P-N

upward, u²-P-ard

V

valuable, Vel³-B

various, Ver²-A-S

versus, Ver²-Ses

vicinity, V-i-S-N

W

warehouse, W²-a-R-OU-S

Wednesday, W²-e-N-S

week, W¹-E

whatsoever, "what":soever

 whether, W²-e-THer

whereof, W²-a: "of", dj

whomsoever, "whom": soever

wisdom, Z²-Dem

withdraw, "with"-der-AW

workman, R-K²-Man

workmen, R-K²-Men

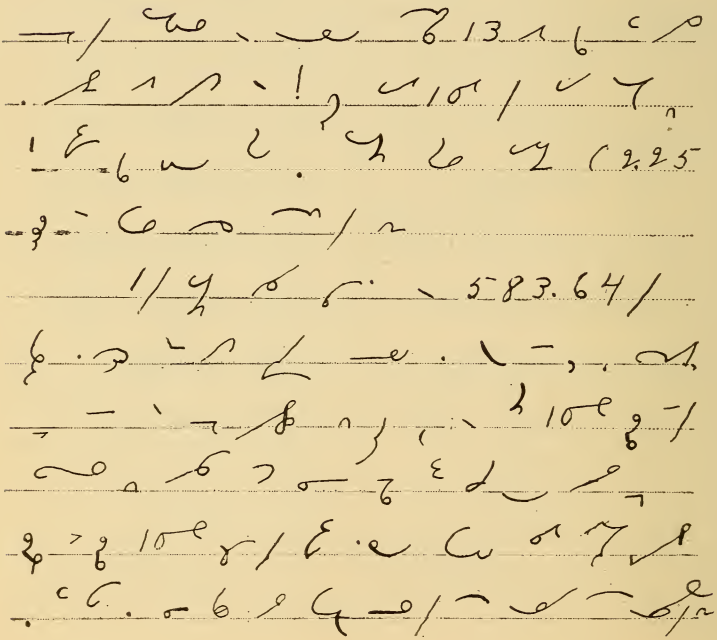
wonder, OO³-N-der

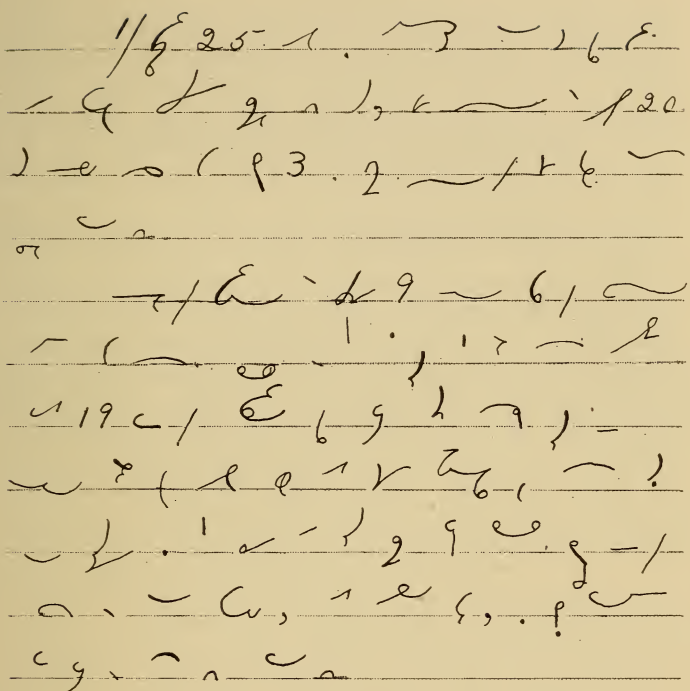
written, R¹-i-Ten

wrong, R¹-NG²

READING EXERCISE.

To be read and copied five times





Writing Exercise.—See Budget of Writing Exercises, Twenty-fourth Lesson.

To the Learner.—You should aim to acquire a good knowledge of the English language. Remember that you have to deal with words from the day you begin the study of shorthand, and the necessity of your becoming familiar with the words, their meaning and use, is evident. Always have a dictionary at hand and consult it for all words, the spelling or definition of which you are not familiar. Thoroughly master all the elementary principles; if you have

not done so, go back and study the lesson again. Do not let a day pass without adding a few words to your shorthand vocabulary. Write legible shorthand and endeavor to become so familiar with your own notes that you can read them as readily as longhand. You should be able to write a good business letter in the line of business in which you are engaged. Confidence in your ability to write as fast as the matter is dictated to you, to read your notes readily when called upon to do so, and to *know* that you can transcribe the same upon the typewriter, correctly and quickly, will relieve you of the nervous strain that is always the result of lack of confidence in your ability to do whot is required of you. Be the master of the situation—be a good stenographer.

TWENTY-FIFTH LESSON

OMISSION OF VOWELS.—OMISSION OF CONSONANTS.

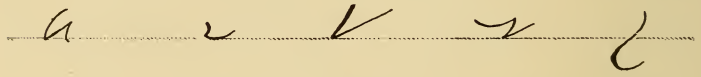
Remarks.—The principles presented in the preceding lessons, thoroughly understood and put into sufficient practice, will enable you to take office dictation at a speed that will satisfy the most exacting employer. Further sources of brevity consists of omitting vowels and consonants, but to what extent this may be carried without endangering legibility, cannot be stated; much will depend upon the learner's ability to read words from the consonant outline only, the vowels being omitted, and in many cases some of the consonants as well.

258. **Omission of Vowels in the Pitmanic Systems.**—The vowels in any of the Pitmanic systems are disjoined dots and dashes, not one in a thousand being inserted, the word being determined by the consonant outline and the position of the word. The position being determined by the vowel, if it has but one, and by the accented vowel if it has more than one vowel.

259. **Omission of Vowels in the Standard System.**—The same system of abbreviation may be used by Standard writers, however we do not advise it to the same extent, but we do advise the omission of many vowels, but no general rule can be formulated for this purpose. You might begin these omissions by leaving out some of the medial vowels, but writing the vowel if the word begins or ends with one.

Many words are more easily written by writing the vowels than by leaving them out; thus, *Dick, deck, lack, whiff,* and scores of other words are quicker written with the vowel than without. Hundreds and hundreds of words may be written by inserting only one or two vowels, and hundreds of others without a single vowel, writing the consonants only. The following are illustrations of such words:

fence	suffer	gem	lesson	cover
F-N-S	suf-R	J-M	L-S-N	K-V-R



finish	Jackson	build	summer	car
F-N-SH	J-K-S-N	B-eld	S-M-R	K-R

If no vowels are inserted. write the word in the second position. You will have to use your own judgment in regard to the omission of vowels beyond the suggestions given above; however, the more you write shorthand the more vowels you will omit, and it is only a matter of time when you will read shorthand from the general appearance of the outline the same as you read printed words.

260. **Omission of Consonants.**—A general rule for the omission of consonants would be: Omit any consonant that is not distinctly heard in ordinary pronounciation, or such as would, if inserted, prevent an otherwise fluently written outline.

261. **A Few Rules.**—A few specific rules for the omission of consonants are as follows: (a) D may be omitted when immediately followed by M, V or J.

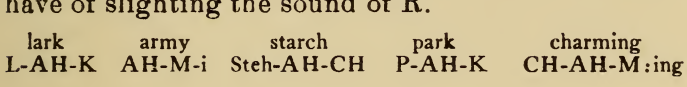
admit	adjudge	advocate	admire	advice
a-M-it	a-J-u-J	a-V-O-K-At	a-M-I-R	a-V-I-S

(b) T and D may be omitted when final and not listinctly sounded.

cold	perfect	defect	inspect	round
K-O-L	per-F-K	def-e-K	N-S-P-K	R-OU-N

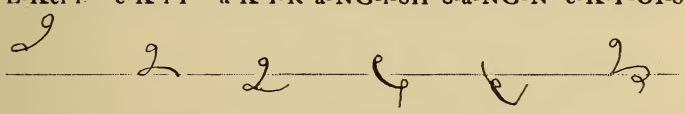
(c) R may be omitted when immediately preceded by the vowel AH and followed by K or any straight line consonant. Omitting of R as noted above is in accordance with the manner which many persons have of slighting the sound of R.

lark	army	starch	park	charming
L-AH-K	AH-M-i	Steh-AH-CH	P-AH-K	CH-AH-M:ing



(d) When the sound of W is not the first letter in the word it may frequently be omitted.

equally	equip	acquire	anguish	sanguine	equipoise
E-Kel-i	e-K-i-P	a-K-I-R	a-NG-i-SH	S-a-NG-N	e-K-P-OI-S



(e) When R is the last sound in a word and preceded by the diphthongs I or U, the R may be omitted.

require R-e-K-I | inquire N-K-I | perspire per-S-P-I | procure pro-K-U | secure S-e-K-U

(f) When *war* and *wor* begin words, and *ind, end* and *N* are preceded by initial W, the *W* may be expressed by the vowel *OO*.

war OO-R | worthy OO-R-TH-i | window OO-eND-O | warrant OO-R-eNT | wonder OO-N-der

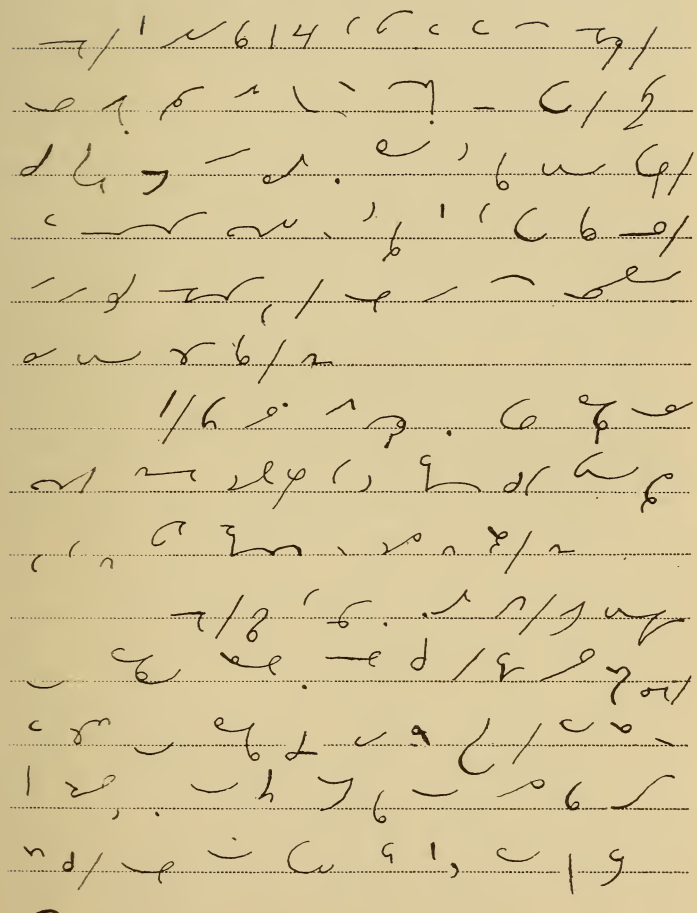
262. **Abbreviating Words in General.**—The learner need not confine himself to the omission of vowels and consonants as outlined in this lesson, but he can omit them to any extent that will not endanger legibility, but to what extent this can be done can be determined only by practice and his ability to read words by the aid of the context where the outline of a word is incomplete. In many words where the first two or three syllables are written in full, that is, all the vowels and consonants inserted, the balance of the word can be omitted or materially abbreviated. The following are illustrations of this method of abbreviation.

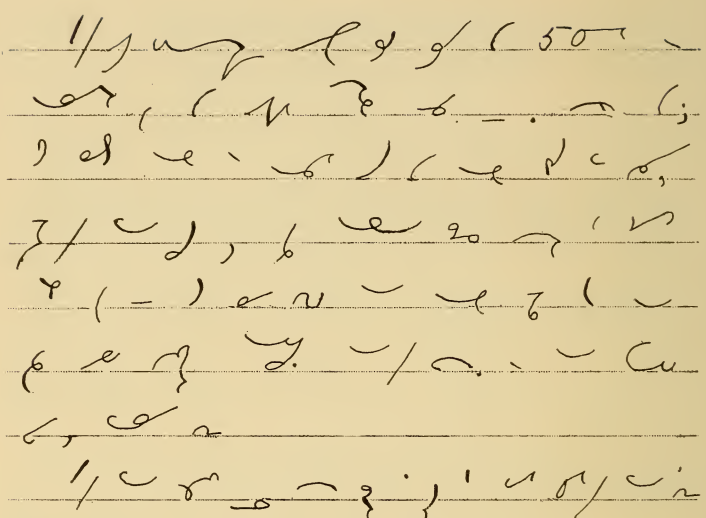
metaphysical M-e-T-F-i-S | equivalent e-K-i-V | breakfast ber-i-K-S | Pacific P-S-F-K

Reading Exercise.—The separate words in the reading exercise are written in accordance with the abbreviating principles presented in the lesson.

READING EXERCISE.

To be read and copied five times





Writing Exercise.—See Budget of Writing Exercises, Twenty-fifth Lesson.

To the Learner.—"The mastery of any art as a whole must be built upon the *separate* mastery of each of its several parts." We do not know of another sentence that expresses so fully the idea we would impress upon you—the necessity of knowing thoroughly the principles of the system you are studying. Each and every part of the lesson must be known as well as you know your shorthand alphabet. If you are not able to tell the sum and substance of each lesson, answer every question, write every word and phrase sign—if you cannot do all this you may safely conclude that you have not mastered the lesson, and that it is necessary for you to go back and study it again. In this respect there must be no trifling with the work in hand, for "the mastery of each of its several parts" is the foundation upon which success depends

Questions for Review—Twenty-Fifth Lesson.

What is the subject of this lesson? (259) In beginning the omission of vowels which ones are suggested to omit first? In some words, although not needed for legibility, why is it better to insert the vowel? *Ans.* The word is more easily written. May the vowels sometimes be omitted entirely? Where all the vowels are omitted how can we tell what the word is? *Ans.* By the consonant outline. When all the vowels are omitted in what position is the word written? *Ans.* On the line. (260) What is the general rule for the omission of consonants? (261, a) D may be omitted before what three consonants? (b) When may T and D be omitted? (c) R may be omitted preceded by the vowel AH add followed by what consonants? (d) When may W frequently be omitted? *Ans.* When it is not the first letter of the word. (e) R may be omitted when it is the last sound in the word and preceded by what two diphthongs? (f) When *war, ind, end* and *N* are preceded by initial W how may W be expressed? In addition to the rules given for the omission of vowels what is a more general rule? *Ans.* Write in full the first two or three syllables, leaving out the balance of the word or materially abbreviate it.

JUL 31 1913

LIBRARY OF CONGRESS
0 027 275 560 7